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ABSTRACT

This learning module, one in a series of competency-based guidance program training packages focusing upon professional and paraprofessional competencies of guidance personnel, deals with providing career guidance to girls and women. Addressed in the module are the following topics: society's influence on shaping differential roles and behaviors for males and females, ways in which myths and lack of correct information perpetuate limited options for females in the world of work, methods for evaluating the sex fairness of career information based on its content and illustrations, strategies for facilitating girls' and women's ability to choose from a wide spectrum of career options, and the implications of Title IX of the Education Amendments of 1972 for a community-based career guidance program. The module consists of readings and learning experiences covering these five topics. Each learning experience contains some or all of the following: an overview, a competency statement, a learning objective, one or more individual learning activities, an individual feedback exercise, one or more group activities, and a facilitator's outline for use in directing the group activities. Concluding the module are a participant self-assessment questionnaire, a trainer's assessment questionnaire, a checklist of performance indicators, a list of references, and an annotated list of suggested additional resources. (MN)

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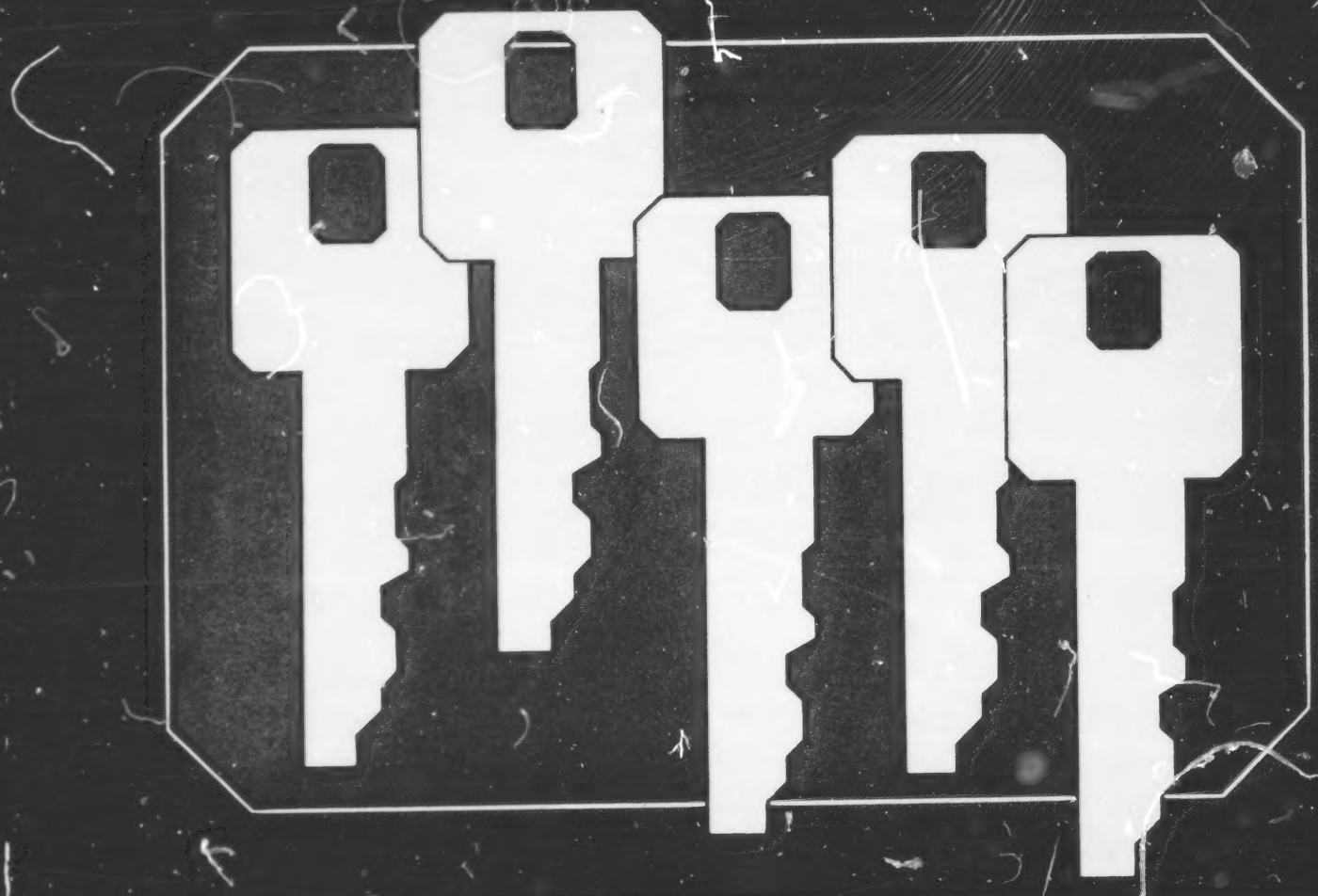
Provide Career Guidance to Girls and Women



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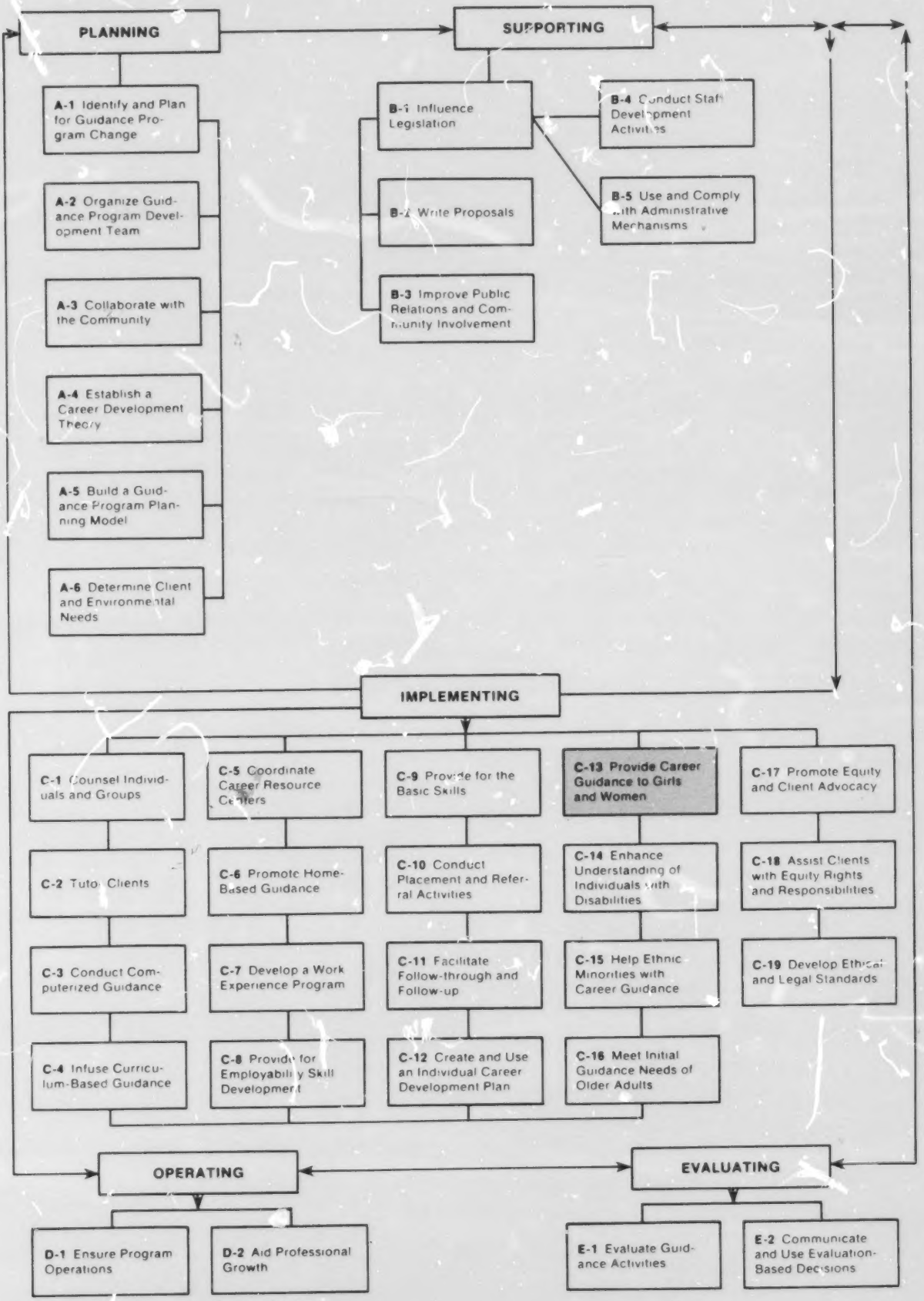
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A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
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Provide Career Guidance to Girls and Women

MODULE CG C-13

Module CG C-13 of Category C — Implementing
Competency-Based Career Guidance Modules

Written by Janice M. Birk
University of Maryland
College Park, MD

Pamela G. Colby
American Institutes for Research
Palo Alto, CA

Adapted by Linda Phillips-Jones
American Institutes for Research
Palo Alto, CA

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The National Center for Research in Vocational Education
The Ohio State University
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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application; each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Phister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
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ABOUT THIS MODULE

PROVIDE CAREER GUIDANCE TO GIRLS AND WOMEN

Goal

After completing this module, career guidance program personnel will be able to recognize several stereotypes and misconceptions about girls and women, judge the sex fairness of published career information, describe some practical strategies to facilitate career exploration for women and girls, and identify ways that a career guidance program might not be complying with federal legislation related to sex equity.

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

"It was the best of times, it was the worst of times." These lines from Charles Dickens' *Tale of Two Cities* in many ways describe the plight of girls and women who are now contemplating their future careers and lives in general. On the one hand, the current movement for women's rights has raised the consciousness of American society and of women themselves for the first time since the early part of the century. Because of the pioneering strides made by many women in nontraditional career fields and as a result of certain federal and state legal actions, women have more career opportunities than they did, say, ten years ago.

Yet at the same time, **women** are facing **new and old problems and challenges** as they try to plan their careers and lives: stereotypes that are difficult to eliminate . . . continued resistance against women's entering or advancing in many fields . . . pressure to choose the nontraditional career even if the traditional is preferred . . . difficult decisions related to work and family . . . guidance helpers who are not certain how to help.

This module provides an introduction to providing life/career planning for women and girls. It includes information and learning experiences to help you on a **personal** basis as you interact directly with female participants in your career guidance program and on a **programmatic** basis as you plan and implement all phases of your program.

The module by no means exhausts the topic of career guidance for girls and women. For additional information, see the list of references provided. You may also find four of the other modules in this series, CG A-6 *Determine Client and Environmental Needs*, CG C-1 *Counsel Individuals and Groups*, CG C-17 *Promote Equity and Client Advocacy*, and CG C-12 *Create and Use an Individual Career Development Plan*, useful as additional background on providing career guidance for women and girls.

Society's Influence

Competency 1 — **Give examples of society's influence on the shaping of differential roles and behaviors for males and females.**

Whether you are aware of them or not, you probably hold at least one or two **biases**, or stereotypes about behaviors, attitudes, or feelings that you associate more with one sex than with the other. Or, if you are relatively free of biases about "typically feminine" or "typically masculine" characteristics, you probably hold biases of other types, e.g., feeling very strongly that women can successfully combine the responsibilities of marriage, family, and a challenging job outside the home. Whatever your biases, they were formed as a result of a complex **interaction between you and the society** that has surrounded you since your birth.

Biases related to career options for women are not necessarily negative in nature. However, whether your biases are positive or negative, they influence the way you interact with members of both your own and the opposite sex. As a guidance helper, you should be particularly **sensitive to your own biases** and to the effects they may have on the guidance you provide to girls and women (as well as to boys and men). Your primary concern in counseling should be to provide clients with assistance that will enable them to make their **own** thoughtful, well-informed decisions and to take responsibility for them, rather than to try to shape their decisions on the basis of your opinions, however well-intended.

As you study this section, examine your own personal beliefs about career options for girls and women, consider how those beliefs may influence the career guidance you provide, and determine how you can keep them from interfering with your attempts to facilitate girls' and women's consideration of the full range of life/career options.

The following are excerpts from an interview in *Working* by Studs Terkel. The passages that are in bold type and numbered contain examples of commonly held biases, myths, or stereotypes related to women in the world of work.

"Did You Ever Hear the One About the Farmer's Daughter?"*

Introduction:

She is thirty, single. Her title is script supervisor/producer at a large advertising agency, working out of its Los Angeles office. She is also a vice president. Her accounts are primarily in food and cosmetics. "There's a myth: **a woman is expected to be a food writer because she is assumed to know those things and a man doesn't (1)**. However, some of the best copy on razors and Volkswagens has been written by women." She has won several awards and considerable recognition for her commercials.

*From *Working: People Talk About What They Do All Day and How They Feel About What They Do*, by Studs Terkel. Copyright 1972, 1974 by Studs Terkel. Reprinted by permission of Pantheon Books, A Division of Random House, Inc.

Interview:

"**Men in my office doing similar work were being promoted, given raises and titles (2)**. Since I had done the bulk of the work, I made a stand and was promoted too. I needed the title because **clients figured that I'm just a face-man. A face-man is a person who looks good, speaks well, and presents the work. I look well, I speak well, and I'm pleasant to have around after the business is over with (3)**--if they acknowledge me in business. We go to the lounge and have drinks. I can drink with any man but remain a lady.

On first meeting, I'm frequently taken for the secretary (4), you know traveling with the boss. I'm here to keep somebody happy. Then I'm introduced as the writer. One said to me after the meeting was over and the drinking had started. 'When I first saw you, I figured you were a--you know. I never knew you were the person writing this all the time.'

I'm probably one of the ten highest paid people in the agency. **It would cause tremendous hard feelings if, say, I work with a man who's paid less (5)**. If a remark is made at a bar--'You make so much money, you could buy and sell me'--I toss it off, right? He's trying to find out. **He can't equate me as a rival (6)**. They wonder what my salary is.

Buy and sell me--yeah, there are a lot of phrases that show the reversal of roles. **What comes to mind is swearing at a meeting. New clients are often very uptight. They feel they can't make any innuendoes that might be suggestive (7). They don't know how to treat me. They don't know whether to acknowledge me as a woman or as another neuter person who's doing a job for them (8)**.

The first time, they don't look at me. At the first three meetings of this one client, if I would ask a direct question, they would answer and look at my boss or another man in the room (9). Even around the conference table. I don't attempt to be--the glasses, the bun, and totally asexual. That isn't the way I am. It's obvious that I'm a woman and enjoy being a woman. I'm not overly provocative either.

I've developed a sixth sense about this. **If a client will say, 'Are you married?' I will often say yes, because that's the easiest way to deal with him if he needs that category for me (10)**. If it's more acceptable to him to have a young, attractive married woman in a business position comparable to his, terrific. It doesn't bother me. It makes me safer. He'll never be challenged. He can say, 'She'd be sensational. I'd love to get her. I could show her what a real man is, but she's married.' It's a way out for him.

Or there's the mistress thing: well, she's sleeping with the boss (11). That's acceptable to them. **Or she's a frustrated compulsive castrator (12)**.

That's a category. **Or lesbian (13)**. If I had short hair, wore suits and talked in a gruff voice, that would be more acceptable than what I do. **If someone wants a quick label and says, 'I'll bet you're a big women's libber, aren't you?' I say, 'Yeah, yeah.' (14)** They have to place me."

It is not surprising that men develop certain traits that are not as characteristic of women, and vice versa. From infancy males and females are treated differently, they are rewarded for different behaviors, and they are encouraged to do different things. For example, female infants tend to be cuddled while male infants are more likely to be gently rough-housed; young girls are praised for being helpful and taking care of things while young boys are rewarded for taking charge of things, being tough, not crying, and so on. Young women are encouraged to go into helping services, such as teaching or nursing, while young men are encouraged to go into the sciences or outdoor jobs, such as forestry and construction work.

The patterns are strongly entrenched through schools, churches, the media, and other public avenues. The ways that sex role stereotypes are developed are pervasive. If anyone deliberately behaves in a way that is counter to social traditions, there are multiple instances when that individual "bumps noses" with tradition. More and more often, however, the question is being raised: would men and women profit from a broader range of options in terms of personality traits, behaviors, and careers? In order to maximize those options, some changes would have to be made early in the socialization process. What would that be like? Author Lois Gould has some notions about that and shares her fantasy in the following story. Note how Gould uses humor to highlight many patterns that we take for granted.

X: A Fabulous Child's Story*
by Lois Gould

Once upon a time, a baby named X was born. This baby was named X so that nobody could tell whether it was a boy or a girl. Its parents could tell, of course, but they couldn't tell anybody else. They couldn't even tell Baby X at first.

You see, it was all part of a very important Secret Scientific Xperiment, known officially as Project Baby X. The smartest scientists had set up this Xperiment at a cost of Xactly 23 billion dollars and 72 cents, which might seem like a lot for just one baby, even a very important Xperimental baby. But when you remember the prices of things like strained carrots and stuffed bunnies, and popcorn for the movies and booster shots for camp, let alone 28 shiny quarters from the tooth fairy, you begin to see how it adds up.

Also, long before Baby X was born all those scientists had to be paid to work out the details of the Xperiment, and to write the Official Instruction Manual for Baby X's parents and, most important of all, to find the right set of parents to bring up Baby X. These parents had to be selected very carefully. Thousands of volunteers had to take thousands of tests and answer thousands of tricky questions. Almost everybody failed because, it turned out, almost everybody really wanted either a baby boy or a baby girl, and not Baby X at all. Also, almost everybody was afraid that a Baby X would be a lot more trouble than a boy or a girl. (They were probably right, the scientists admitted, but Baby X needed parents who wouldn't mind the Xtra trouble.)

There were families with grandparents named Milton and Agatha, who didn't see why the baby couldn't be named Milton or Agatha instead of X, even if it was an X. There were families with who insisted on knitting tiny dresses and uncles who insisted on sending tiny baseball mitts. Worst of all, there were families that already had other children who couldn't be trusted to keep the secret. Certainly not if they knew the secret was worth 23 billion dollars and 72 cents--and all you had to do was take one little peek at Baby X in the bathtub to know if it was a boy or a girl. But, finally, the scientists found the Joneses, who really wanted to raise an X more than any other kind of baby--no matter how much trouble it would be. Ms. and Mr. Jones had to promise they would take equal turns caring for X, and feeding it, and singing it lullabies. And they had to promise never to hire any baby-sitters. The government scientists knew perfectly well that a baby-sitter would probably peek at X in the bathtub, too.

The day the Joneses brought their baby home, lots of friends and relatives came over to see it. None of them knew about the secret Xperiment, though. So the first thing they asked was what kind of a baby X was. When the Joneses smiled and said, "It's an X!" nobody knew what to say. They couldn't say, "Look at her cute little dimples!" And they couldn't say, "Look at his husky

*1973 Lois Gould. Reprinted by permission of International Creative Management, Inc.

little biceps!" And they couldn't even say just plain "kitchy-coo." In fact, they all thought the Joneses were playing some kind of rude joke.

But, of course, the Joneses were not joking. "It's an X" was absolutely all they would say. And that made the friends and relatives very angry. The relatives all felt embarrassed about having an X in the family. "People will think there's something wrong with it!" some of them whispered. "There is something wrong with it!" others whispered back.

"Nonsense!" the Joneses told them all cheerfully. "What could possibly be wrong with this perfectly adorable X?"

Nobody could answer that, except Baby X, who had just finished its bottle. Baby X's answer was a loud, satisfied burp.

Clearly, nothing at all was wrong. Nevertheless, none of the relatives felt comfortable about buying a present for a Baby X. The cousins who sent the baby a tiny football helmet would not come and visit any more. And the neighbors who sent a pink-flowered romper suit pulled their shades down when the Joneses passed their house.

The Official Instruction Manual had warned the new parents that this would happen, so they didn't fret about it. Besides, they were too busy with Baby X and the hundreds of different Xercises for treating it properly.

Ms. and Mr. Jones had to be Xtra careful about how they played with little X. They knew that if they kept bouncing it up in the air and saying how strong and active it was, they'd be treating it more like a boy than an X. But if all they did was cuddle it and kiss it and tell it how sweet and dainty it was, they'd be treating it more like a girl than an X.

On page 1654 of the Official Instruction Manual, the scientists prescribed: "plenty of bouncing and plenty of cuddling, both. X ought to be strong and sweet and active. Forget about dainty altogether."

Meanwhile, the Joneses were worrying about other problems. Toys, for instance. And clothes. On his first shopping trip, Mr. Jones told the store clerk, "I need some clothes and toys for my new baby." The clerk smiled and said, "Well, now, is it a boy or a girl?" "It's an X," Mr. Jones said, smiling back. But the clerk got all red in the face and said huffily, "In that case, I'm afraid I can't help you, Sir." So Mr. Jones wandered helplessly up and down the aisles trying to find what X needed. But everything in the store was piled up in sections marked "Boys" or "Girls." There were "Boys' Pajamas" and "Girls' Underwear" and "Boys' Fire Engines" and "Girls' Housekeeping Sets." Mr. Jones went home without buying anything for X. That night he and Ms. Jones consulted page 2326 of the Official Instruction Manual. "Buy plenty of everything!" it said finally.

So they bought plenty of sturdy blue pajamas in the Boys' Department and cheerful flowered underwear in the Girls' Department. And they bought all kinds of toys. A boy doll that made pee-pee and cried, "Pa-pa." And a girl doll that talked in three languages and said, "I am the pres-i-dent of Gen-ral Mo-tors." They also bought a story-book about a brave princess who rescued a handsome prince from his ivory tower, and another one about a sister and brother who grew up to be a baseball star and a ballet star, and you had to guess which was which.

The head scientists of Project Baby X checked all their purchases and told them to keep up the good work. They also reminded the Joneses to see page 4629 of the manual, where it said "Never make Baby X feel embarrased or ashamed about what it wants to play with. And if X gets dirty climbing rocks, never say "Nice little Xes don't get dirty climbing rocks."

Likewise, it said, "If X falls down and cries, never say Brave little Xes don't cry." No matter how dirty it gets, or how hard it cries, don't worry. It's all part of the Xperiment.

Whenever the Joneses pushed baby X's stroller in the park, smiling strangers would come over and coo: "Is it a boy or a girl?" The Joneses would smile back and say, "It's an X." The strangers would stop smiling then, and often said something nasty--as if the Joneses had snarled at them.

By the time X grew big enough to play with other children, the Joneses' troubles had grown bigger, too. Once a little girl grabbed X's shovel in the sandbox, and zonked X on the head with it. "Now, now, Tracy," the little girl's mother began to scold, "little girls must not hit little--" and she turned to ask X, "Are you a little boy or a little girl, dear?"

Mr. Jones, who was sitting near the sandbox, held his breath and crossed his fingers.

X smiled politely at the lady, even though X's head had never been zonked so hard in its life. "I'm a little X," X replied.

"You're a what?" the lady exclaimed angrily. "You're a little b-r-a-t you mean!"

"But little girls mustn't hit little Xes, either!" said X, retrieving the shovel with another polite smile. "What good does hitting do, anyway!" X's father, who was still holding his breath, finally let it out, uncrossed his fingers, and grinned back at X.

And at their next secret Project Baby X meeting, the scientists grinned, too. Baby X was doing fine.

But then it was time for X to start school. The Joneses were really worried about this, because school was even more full of rules for boys and girls, and there were no rules for Xes. The teacher would tell boys to form one line, and girls to form another line. There would be boys' games and girls' games, and boys' secrets and girls' secrets. The school library would have a list of recommended books for girls, and a different list of recommended books for boys. There would even be a bathroom marked Boys and another marked Girls. Pretty soon boys and girls would hardly talk to each other. What would happen to poor little X?

The Joneses spent weeks consulting their Instruction Manual (there were 249-1/2 pages of advice under "First Day of School"), and attending urgent special conferences with the smart scientists of Project Baby X.

The scientists had to make sure that X's mother had taught X how to throw and catch a ball properly, and that X's father had been sure to teach X what to serve at a doll's tea party. X had to know how to shoot marbles and how to jump rope and, most of all, what to say when the other children asked whether X was a boy or a girl.

Finally, X was ready. The Joneses helped X button on a nice new pair of red-and-white checked overalls, and sharpened six pencils for X's nice new pencilbox, and marked X's name clearly on all the books in its nice new bookbag. X brushed its teeth and combed its hair, which just about covered its ears, and remembered to put a napkin in its lunchbox.

The Joneses had asked X's teacher if the class could line up alphabetically, instead of forming separate lines for boys and girls. And they had asked if X could use the principal's bathroom because it wasn't marked anything except Bathroom. X's teacher promised to take care of all those problems. But nobody could help X with the biggest problem of all--other children.

Nobody in X's class had ever known an X before. What would they think? How would X make friends?

You couldn't tell what X was by studying its clothes--overalls don't even button right-to-left, like girls' clothes, or left-to-right, like boys' clothes. And you couldn't guess whether X had a girl's

short haircut or a boy's long haircut. And it was very hard to tell by the games X liked to play. Either X played ball very well for a girl, or else X played house very well for a boy.

Some of the children tried to find out by asking X tricky questions, like "Who's your favorite sports star?" That was easy, X had two favorite sports stars: a girl jockey named Robyn Smith and a boy archery champion named Robin Hood. Then they asked, "What's your favorite TV program?" And that was even easier. X's favorite TV program was "Lassie," which stars a girl dog played by a boy dog.

When X said that its favorite toy was a doll, everyone decided that X must be a girl. But then X said that the doll was really a robot, and that X had computerized it, and that it was programmed to bake fudge brownies and then clean up the kitchen. After X told them that, the other children gave up guessing what X was. All they knew was they'd sure like to see X's doll. After school, X wanted to play with the other children. "How about shooting some baskets in the gym?" X asked the girls. But they did was make faces and giggle behind X's back.

"How about weaving some baskets in the arts and crafts room?" X asked the boys. But they all made faces and giggled behind X's back, too.

That night, Ms. and Mr. Jones asked X how things had gone at school. X told them sadly that the lessons were okay, but otherwise school was a terrible place for an X. It seemed as if other children would never want an X for a friend.

Once more, the Joneses reached for their Official Instruction Manual. Under "Other Children," they found the following message: "What did you Xpect? Other Children have to obey all the silly boy-girl rules, because their parents taught them to. Lucky X--you don't have to stick to the rules at all! All you have to do is be yourself. P.S. We're not saying it'll be easy."

X liked being itself. But X cried a lot that night, partly because it felt afraid. So X's father held X tight, and cuddled it, and couldn't help crying a little too. And X's mother cheered them both up by reading an Xciting story about an enchanted prince called Sleeping Handsome, who woke up when Princess Charming kissed him.

The next morning, they all felt much better, and little X went back to school with a brave smile and a clean pair of red-and-white checked overalls.

There was a seven-letter-word spelling bee in class that day. And a seven-lap boys' relay race in the gym. And a seven-layer cake baking contest in the girls' kitchen corner. X won the spelling bee. X also won the relay race. And X almost won the baking contest, except it forgot to light the oven. Which only proves that nobody's perfect.

One of the other children noticed something else too. He said: "Winning or losing doesn't seem to count to X. X seems to have fun being good at boys' skills and girls' skills."

"Come to think of it," said another one of the other children, "maybe X is having twice as much fun as we are!"

So after school that day, the girl who beat X at the baking contest gave X a big slice of her prizewinning cake. And the boy X beat in the relay race asked X to race him home.

From then on, some really funny things began to happen. Susie, who sat next to X in class, suddenly refused to wear pink dresses to school any more. She insisted on wearing red-and-white checked overalls--just like X's. Overalls, she told her parents, were much better for climbing monkey bars. Then Jim, the class football nut, started wheeling his little sister's doll carriage around the football field. He'd put on his entire football uniform, except for the helmet. Then he'd put the helmet in the carriage, lovingly tucked under an old set of shoulder pads.

Then he'd start jogging around the field, pushing the carriage and singing "Rockabye Baby" to his football uniform. He told his family that X did the same thing, so it must be okay. After all, X was now the team's star quarterback.

Susie's parents were horrified by her behavior, and Jim's parents were worried sick about his. But the worst came when the twins, Joe and Peggy, decided to share everything with each other. Peggy used Joe's hockey skates, and his microscope and took half his newspaper route. Joe used Peggy's needlepoint kit, and her cookbooks, and took two of her three baby-sitting jobs. Peggy started running his lawn mower, and Joe started running the vacuum cleaner. Their parents weren't one bit pleased with Peggy's wonderful biology experiments, or with Joe's terrific needlepoint pillows. They didn't care that Peggy mowed the lawn better, and that Joe vacuumed the carpet better. In fact, they were furious. It's all that little X's fault, they agreed. Just because X doesn't know what it is, or what it's supposed to be, it wants to get everybody else mixed up, too!

Peggy and Joe were forbidden to play with X any more. So was Susie, and then Jim, and then all the other children. But it was too late; the other children stayed mixed up and happy and free, and refused to go back to the way they'd been before X.

Finally, Joe and Peggy's parents decided to call an emergency meeting of the school's parents' association, to discuss "The X problem." They sent a report to the principal stating that X was a "disruptive influence." They demanded immediate action. The Joneses, they said, should be forced to tell whether X was a boy or a girl. And then X should be forced to behave like whichever it was. If the Joneses refused to tell, the parents' association said, then X must take an Xamination. The school psychiatrist must Xamine it physically and mentally, and issue a full report. If X's test showed it was a boy, it would have to obey all the boys' rules. If it proved to be a girl, X would have to obey all the girls' rules.

And if X turned out to be some kind of mixed-up misfit, then X should be Xpelled from the school. Immediately!

The principal was very upset. Disruptive influence? Mixed-up misfit? But X was an Xcellent student. All the teachers said it was a delight to have X in their classes. X was president of the student council. X had won first prize in the talent show, and second prize in the art show, and honorable mention in the science fair, and six athletic events on field day, including the potato race.

Nevertheless, insisted the parents' association, X is a problem child. X is the biggest problem child we have ever seen!

So the principal reluctantly notified X's parents that numerous complaints about X's behavior had come to the school's attention. And that after the psychiatrist's Xamination, the school would decide what to do about X.

The Joneses reported this at once to the scientists, who referred them to page 85759 of the Instruction Manual. "Sooner or later," it said, "X will have to be Xamined by a psychiatrist. This may be the only way any of us will know for sure whether X is mixed up--or whether everyone else is."

The night before X was to be Xamined, the Joneses tried not to let X see how worried they were. "What if--?" Mr. Jones would say. And Ms. Jones would reply, "No use worrying."

X just smiled at them both, and hugged them hard and didn't say much of anything. X was thinking. What if--? And then X thought: No use worrying.

At Xactly nine o'clock in the morning the next day, X reported to the school psychiatrist's office. The principal, along with a committee from the parents' association, X's teacher, X's class-

mates, and Ms. and Mr. Jones, waited in the hall outside. Nobody knew the details of the tests X was to be given, but everybody knew they'd be very hard, and that they'd reveal Xactly what everyone wanted to know about X, but were afraid to ask.

It was terribly quiet in the hall. Almost spooky. Once in a while, they would hear a strange noise inside the room. There were buzzes. And a beep or two. And several bells. An occasional light would flash under the door. The Joneses thought it was a white light, but the principal thought it was blue. Two or three children swore it was either yellow or green. And the parents' committee missed it completely.

Through it all, you could hear the psychiatrist's low voice asking hundreds of questions, and X's higher voice, answering hundreds of answers.

The whole thing took so long that everyone knew it must be the most complete Xamination anyone had ever had to take. Poor X, the Joneses thought. Serves X right, the parents committee thought. I wouldn't like to be in X's overalls right now, the children thought.

At last, the door opened. Everyone crowded around to hear the results. X didn't look any different; in fact, X was smiling. But the psychiatrist looked terrible. He looked as if he was crying! "What happened?" everyone began shouting. Had X done something disgraceful? "I wouldn't be a bit surprised!" muttered Peggy and Joe's parents. "Did X flunk the whole test?" cried Susie's parents. "Or just the most important part?" yelled Jim's parents.

"Oh dear," sighed Mr. Jones.

"Oh dear," sighed Ms. Jones.

"Sssh!" ssshed the principal. "The psychiatrist is trying to speak."

Wiping his eyes and clearing his throat, the psychiatrist began, in a hoarse whisper. "In my opinion," he whispered--you could tell he must be very upset- "in my opinion, young X here--"

"Yes? Yes?" shouted a parent impatiently.

"Sssh!" ssshed the principal.

"Young Sssh here, I mean young X," said the doctor, frowning, "is just about--"

"Just about what? Let's have it!" shouted another parent.

"... just about the least mixed-up child I've ever Xamined!" said the psychiatrist.

"Yay for X!" yelled one of the children. And then the others began yelling, too. Clapping and cheering and jumping up and down.

"SSSH!" ssshed the principal, but nobody did.

The parents' committee was angry and bewildered. How could X have passed the whole Xamination? Didn't X have an identity problem? Wasn't X mixed up at all? Wasn't X any kind of a misfit? How could it not be, when it didn't even know what it was? And why was the psychiatrist crying?

Actually, he had stopped crying and was smiling politely through his tears. "Don't you see?" he said. "I'm crying because it's wonderful! X has absolutely no identity problem. X isn't a bit mixed up! As for being a misfit--ridiculous! X knows perfectly well what it is! Don't you, X?" The doctor winked. X winked back.

"But what is X?" shrieked Peggy and Joe's parents. "We still want to know what it is!"

"Ah, yes," said the doctor, winking again. "Well, don't worry. You'll all know one of these days. And you won't need me to tell you."

"What? What does he mean?" some of the parents grumbled suspiciously. Susie and Peggy and Joe all answered at once. "He means that by the time X's sex matters, it won't be a secret any more!"

With that, the doctor began to push through the crowd toward X's parents. "How do you do," he said, somewhat stiffly. And then he reached out to hug them both. "If I ever have an X of my own," he whispered, "I sure hope you'll lend me your instruction manual."

Needless to say, the Joneses were very happy. The Project Baby X scientists were rather pleased, too. So were Susie, Jim, Peggy, Joe, and all the other children. The parents' association wasn't, but they had promised to accept the psychiatrist's report, and not make any more trouble. They even invited Ms. and Mr. Jones to become honorary members, which they did.

Later that day, all X's friends put on their red-and-white checked overalls and went over to see X. They found X in the back yard, playing with a very tiny baby that none of them had ever seen before. The baby was wearing very tiny red-and-white checked overalls.

"How do you like our new baby?" X asked the other children proudly.

"It's got cute dimples," said Jim.

"It's got husky biceps, too," said Susie.

"What kind of baby is it?" asked Joe and Peggy.

X frowned at them. "Can't you tell?" Then X broke into a big, mischievous grin. "It's a Y!"

No doubt you recognized numerous myths and stereotypes in Gould's fantasy story. Society is full of them, making the process of growing up a difficult one for both girls and boys. In the next section you will have a a chance to examine myths and stereotypes prevalent in the workplace.

Myths Related to World of Work

Competency 2

State how myths and lack of correct information perpetuate limited options for girls and women in the world of work.

Considering the pervasiveness and power of society's influence on social development, it is not surprising that most adults have definite notions of what it means to "act like a man" and to "act like a lady." A rigid adherence to stereotypic behaviors, however, will limit ways a person can respond to any given situation. For example, a woman could respond to situations only in keeping with society's expectations of how a woman should act. One can speculate that persons with stereotyped ideas value traditional roles for others as well as for themselves. As potential helpers

they might present only limited options to women (and to men) of what they can consider job-wise, how they can act, and the like.

One of the potential strongholds of bias, then, is you, the career guidance helper. A second potential stronghold of bias are your clients. They too have been affected by societal pressures to think limitedly of what they can do or how they can behave. Their limited expectations may be based partially on myths. In relationship to careers, myths gradually develop which, if not corrected, can work against the individuals exploring the full range of job possibilities. Unfortunately, some persons never consider certain types of careers or do not make an effort to advance themselves because of inaccurate notions or impressions. To offset possible bias of your clients, it is important that you have accurate information related to the job or the work situation. Consider the following facts:

Facts* About Women in the World of Work

1. Since 1960 increased numbers of women have entered employment, thus the proportion of women in the labor force has increased.

2. Numerous studies have found that turnover and absenteeism are more related to the level of the job than to sex. There is a higher turnover rate in less rewarding jobs, regardless of the sex of the employees.

3. During the 1950s and 1960s when school enrollments were rising rapidly, large numbers of college graduates entered teaching. Through the mid 1980s, however, school enrollments are expected to level off while new college graduates are increasing; therefore, the proportion of new college graduates who will be able to obtain teaching jobs will decline.

4. Predictions are that future workers will be better educated than workers in today's labor force.

5. Nine out of ten young women will spend twenty-five or more years working. The more education a woman has, the more likely she is to work.

6. A majority of women who work do so out of economic need.

7. Married women are sixty times more likely to become clinically depressed than single women.

8. Sixty percent of working women are married; one-third of all mothers are employed.

9. It is estimated that 80 percent of America's working people are not working to their full capacity.

10. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with a woman manager, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers. In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

*Facts were taken from Birk and Tanney (1972), Bolles (1972), and Figler (1975), and Bureau of Labor Statistics, U.S. Department of Labor (1977)

11. Job requirements, with extremely rare exceptions, are sexless. Women were found in all of the occupations listed in the recent census. Tradition rather than job content has lead to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

12. Research indicates that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

It is important that **myths about the work world are removed**, so that you can be as helpful as possible when working with others to assess their personal interests and values, to set goals, and to help them implement strategies for career planning. Most people are subject to some myths about the world of work in general, and about women in the world of work in particular. Your myths will be an influence and will play a part when you attempt to help someone (for example, your children or clients) generate career options. Because of inaccurate information you could be instrumental in closing off some options. On the other hand, presenting facts and a variety of alternatives will give the people you help a broader base from which to make their decisions.

Sex-Fair Information

Competency 3 — **Evaluate the sex-fair quality of career information based on its content and illustration.**

You have seen some of the ways in which biases and stereotypes can influence the personality characteristics, the behaviors, and the career choices of women as well as men. The influence of biases can be identified in several areas: (a) as a helper **you have biased attitudes that may influence** and limit your clients' behaviors, roles, and lifestyles; (b) the **clients** with whom you work also **have myths, biases, and stereotypes that restrict them** to narrow expectations about themselves; (c) also, many of the **books, films**, and other materials clients use to gather information and evaluate their goals **contain stereotypic notions** about careers and behaviors. It is important for you to recognize the bias inherent in resource materials so that you are able to indicate the bias to your clients and offset traditional, narrowing expectations with broader goals and ideals.

Many researchers have examined books and other printed materials for the presence of stereotyping in both content and illustrations. One classic study (Birk, Cooper, & Tanney, 1973, 1975) included an analysis of three popular sources of vocational information: the *Encyclopedia of Careers*, the Science Research Associates *Occupational Briefs*, and the *Occupational Outlook Handbook*, in addition to several hundred pamphlets and brochures of career information. Every illustration in these sources of vocational information was rated on numerous dimensions, including age, sex, race, affect and activity level of the career representative; the picture's environmental setting, and the theme, that is, helping or nonhelping.

The researchers discovered that very few women, very few blacks, fewer Asian-Americans, and no Mexican-Americans or native Americans appeared in any of the more than 2,000 illustrations examined. The reviewers did find pictures of women, blacks, and Asian-Americans but had to look very carefully for them. When women were illustrated, they were shown in very traditional jobs.

In the illustrations portraying the professional, managerial, and technical occupations, 71 percent of the career representatives were men. In

general, the choice of whether a man or woman should represent the career seemed to have been based on stereotypes. Women were overwhelmingly classified in the clerical and sales occupations or as teachers and nurses. Sometimes they were shown in the traditional female role of caretaker of children. Overwhelmingly, white males were shown doing exciting, challenging, and autonomous tasks. When women were shown professionally, the roles were generally traditional ones such as librarian. Women were the waitresses, while men were the chefs. When men were shown as teachers, they were teaching college or technical courses; women were teaching small children. Twenty-seven percent of the women were illustrated in a school or hospital setting, compared with 7 percent of the men. One-fourth of the pictures showing men as career representatives were shot outdoors, while only 4 percent of the women were shown outdoors. Women were usually indoors--schools, hospitals, laboratories, and, most frequently, offices.

Black males frequently were shown in the same roles as white women, for example as assistants or service givers--all traditional female roles. Asian Americans seemed only to inhabit the laboratories and the halls of science. Of the 12 career representatives identified as Asian-American, 8 were illustrated in a laboratory or hospital.

As a measure of affect, facial expressions were studied. The study supported other research findings that men looked serious about their work and often women appeared with ingratiating smiles, as if trying to please.

Confirming the observations of other researchers, women and minority group members were shown as the helpers, more so than men or whites in general. The text and illustration of a woman in one brochure captured the spirit of many similar illustrations. "If you are by nature a helper you could lend a hand to the professional scientist, freeing him for more difficult, original work."

The final dimension examined was that of activity, defined simply as the physical motion of the career representatives. Is the worker moving or standing still? Women seemed rather immobile, while men moved around with apparent ease. Almost one-fourth of the career representatives illustrated by men were classified as "active," compared with less than 10 percent of the careers represented by women. The observation of the inactivity of women in the pictures is consistent with other examinations of textbooks and illustrations that found women constrained in passive postures of sitting, watching, or waiting.

As a follow-up, the researchers compared the revised *1974-75 Occupational Outlook Handbook* with the earlier edition. They found that few changes had occurred.

So what does all this mean? The researchers concluded that the illustrations in materials used by clients may be conveying vocational stereotypes. Overtly they may not accurately portray the options for women and ethnic group workers. Covertly they may be conveying a subtle but pervasive notion of sex-appropriate and race-appropriate career aspirations.

The study described presented many examples of stereotyping within illustrations. But what about the actual content? Does the text of the materials also convey traditional notions about what a woman can or can't do? If so, it should be replaced with sex-fair matter so that girls and women can truly make a choice when considering lifestyles, careers, and life roles.

It is important to clarify, however, that sex-fair guidance does not mean that girls and women eventually settle only on nontraditional choices for themselves. The idea is that they are presented with the full range of options, and then, on the basis of their interests, values, and abilities, they freely choose what they want--traditional or nontraditional. They are not forced into one choice or the other merely because they are of a particular sex. When her sex is the main determiner of her choice or set of choices, then a woman is being unfairly limited. Relatedly, boys and men are limited also by sex role stereotyping. Sexism is a two-edged sword that affects both women and men.

Once you are aware that materials may be biased and may reinforce stereotypes, the next step is to be able to recognize the bias and be able to discriminate between sex-fair and sex-biased resources. Sample 1 is a checklist that can serve as a guide in evaluating career materials.

Sample 1

Checklist for Sex-Fair Career Information*

	YES	NO
1. Do the illustrations show men predominantly in traditional masculine careers and/or women in traditional feminine careers?	___	___
2. Do the illustrations show women as helpers predominately, and/or men as the leaders or authority?	___	___
3. Do the illustrations show women mainly in passive postures (such as watching, sitting or waiting) and/or men in active postures?	___	___
4. Do the illustrations tend to show women as smiling and pleasant, in contrast to men who are shown as serious and thoughtful?	___	___
5. In careers traditionally considered as "masculine," is the female figure shown less frequently than the male figure?	___	___
6. Is the generic "he" used for traditional male occupations and/or the generic "she" for traditional female occupations?	___	___
7. Are women encouraged to consider traditional female jobs and/or men encouraged to consider traditional male jobs?	___	___
8. Are sex-based occupational titles used; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal worker?"	___	___
9. Is there evidence of tokenism?—for example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language.	___	___
10. If references exist to family responsibility, are there sexist expectations? Is it assumed, for example, that it is the woman's basic responsibility to raise and care for a family, and it is the man's basic responsibility to economically provide for wife and children?	___	___
11. Are there references to appearance, physical qualities or sex-based personality traits as being significant factors related to job success?	___	___
12. Is there evidence of sexist language, such as using "man" or "mankind" rather than "people" or "persons," and using forms of the masculine pronoun (he, his, etc.) to refer to people in general?	___	___
13. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting?	___	___
14. For audio materials, is there a balance of male and female narrators?	___	___

*Items 6 through 11 are adapted from Women on Words and Images. *Help Wanted: Sexism in Career Education Materials*. New York: Educational Products Information Exchange. 1975

Guide for Numerical Analysis of Sex Role Stereotyping in Currently Used Classroom Materials. In your own work setting there are numerous materials that you use as resource materials. Were you to assess the extent to which they are based on sex role stereotyping, the findings would likely be somewhat discouraging. In a rather comprehensive examination of materials used specifically for career education, a New Jersey group of feminists, Women on Words and Images (1975), found the following results.

From 600 sets of commercially marketed career education materials, they randomly selected 84 sets: 28 sets at the elementary school level and 56 sets at the secondary and postsecondary levels. At all levels, they found that about 64 percent of the occupations focused on males, and only 29 percent focused on females.

In the same publication, *Help Wanted: Sexism in Career Education Materials*, that reported the study cited above, Women on Words and Images suggest some guidelines for assessing career educational materials. As a measure of the balance between males and females they suggest that you count and contrast the number of males and females in each of the following:

- Occupations offered
- Illustrations
- Authority figures or decision makers
- Narrators on recorded materials
- Traditional roles depicted
- Nontraditional roles depicted

Strategies to Increase Options

Competency 4 — **Describe strategies to facilitate girls' and women's ability to choose from a wide spectrum of career options.**

The emphasis of this competency is on facilitating girls' and women's consideration of the full range of life and career options by means of exploration strategies designed specifically for females. This section provides an outline of some specific strategies that you can implement in your own setting.

Reasons for Designing Specific Career Strategies for Women

The desired emphasis in career guidance today is on providing women with firsthand experience of various life and career options. So why should guidance helpers such as yourself be concerned about designing career guidance strategies specifically for women? Because such strategies help women--

1. become more familiar with the **full range and combinations of life and career options open to them**. For example, women need to be exposed to female role models who are successfully combining the responsibilities of marriage and career or who opt for a fulfilling single life;

2. explore work fields **traditionally occupied primarily by men**. By taking advantage of opportunities to investigate nontraditional occupations for women (preferably at an early age), women can develop the career plans that will help them succeed in those fields;

3. visualize themselves as workers and thus develop **more realistic attitudes** about their overall life and career development. Studies have shown that many young women are unaware that U.S. Department of Labor statistics predict 90 percent of the young women currently in school will work at some time in their lives;

4. develop (preferably at an early age) a familiarity with the **details** (functions, advantages, disadvantages) **of various jobs** and realistic

expectations of what it is like to have those jobs. In this way they are less likely to be disillusioned after they are hired;

5. make lifestyle choices on the basis of **linking their personal values**, interests, and abilities **with the available options**, rather than on the basis of society's traditional expectations for women;

6. recognize that you have high expectations for them to **explore all the options** open to them and to develop their individual potential in as many life and career areas as they choose. Your expectations influence your clients' goals for themselves. You can reinforce female clients who increase their expectations for themselves, and you can help to expand the personal goals of those who do not.

Suggested Strategies to Facilitate Career Exploration by Girls and Women

Following are descriptions of several strategies that you and other guidance helpers can use to facilitate career exploration by female clients. As you read each description, think about how effective that particular strategy would be in your own setting and what steps you would go through in implementing it.

1. Arrange **panels** of women and/or men who represent a wide variety of occupational fields and lifestyles who can serve as sources of information and role models in promoting your clients' consideration of a wide range of career and life role possibilities. For example:

   a. Panels of **women from nontraditional occupations** for women. They can discuss such topics as why they entered those particular occupations, the details of their work, any problems they have encountered by working in occupations traditionally occupied by men, and their methods for dealing with those problems.

   b. Panels of **men and women from a wide variety of occupations**, both traditional and nontraditional, to demonstrate to women the wide range of occupational possibilities open to them.

   c. Panels of **women who have successfully combined** marriage, family, and work outside the home or who have combined work and single lives. They can discuss the advantages of these types of career combinations, the problems associated with them, and strategies that they have found to be effective in making these combinations manageable.

   d. Panels of **women and men who have marriage and childrearing** as their primary or **only careers**.

   With all the panels, you should provide the members ahead of time with a list of the topics for discussion, including questions submitted by the women who will be attending. Following the panels, the women can do further research on the topics discussed. For example, women interested in strategies for combining motherhood and a paid job could research the subject of flexible work arrangements. The following organization is one source of information on flexible work arrangements and career options for women in general: Catalyst, 14 East 60th Street, New York, NY 10022.

2. Create a **file of names** of local women who are willing to serve as resources and meet individually with your clients to discuss their particular occupational fields on a one-to-one basis.

   Women from the various panels described above can be asked if they would be willing to serve in this capacity, and they can probably suggest additional women to contact. Again, the file should include both married and single women in a wide variety of occupational fields.

3. Utilize existing or establish community-wide **exploratory work experiences** for girls and women including experiences in nontraditional occupations. On-the-job experiences allow women to find out for themselves what is involved in working at various jobs. There are a number of possible variations of this strategy, which can be tailored to fit the conditions that exist in your particular setting. For example:

a. The girls and women can either simply **observe** and ask questions of people at work, or they can use more of a **"job shadowing"** approach, that is, actively participate by being assigned certain tasks to carry out with adequate instruction and supervision.

b. **Various times** can be arranged for the exploratory work experiences, including weekends and vacations, as well as during the regular day.

c. If exploratory work experiences are integrated into a school or college curriculum, women can receive **course credit** for their participation, dependent upon fulfilling some sort of requirement (e.g., written evaluations of their experiences). Some employers are willing to pay for work performed. Check with your local director of vocational education to determine what is already available, and expand from there.

4. Design, adopt, or adapt a series of activities, including games, for use in helping girls and women develop a wide range of **decision-making related skills**.

5. Design, adopt, or adapt **workshops** which facilitate career guidance for women. Consider these topics:

   a. **Exploring a variety of occupations.** A workshop could include individual speakers, panels of women in various occupations, discussions of the presentations, and "hands-on" opportunities with various types of tools and equipment.

   b. **Preparing for multiple roles in the future.** A workshop could include panels of women combining a number of life and career roles, and games or other activities in the areas of values clarification, decision making, goal setting, risk taking, and predicting outcomes.

   c. **Parenting without sex role biases.** A workshop could feature parents and educators who have discovered effective ways of discouraging biases and encouraging children to explore non-stereotyped activities and interests. Games, songs, methods of rewarding behaviors, and other practical strategies could be presented.

6. Develop **peer counseling** or other types of strength and support groups in which women can discuss their concerns and plans. The emphasis should be on helping one another consider the full range of options available and the way their values, interests, and abilities relate to those options. The groups should reinforce feelings of achievement and self-worth in each member.

7. Develop a **resource center** containing books, magazines, games, films, and other materials specifically useful in facilitating career guidance for women.

8. Encourage the **infusion** of women's studies into school curriculum. This infusion process could take a variety of forms, including the following:

   a. Presenting units in history, science, and literature classes on the contributions made by women to each of those fields

   b. Developing full-length courses or small group seminars on women's studies topics perhaps expanded from the shorter class units mentioned above

9. Along with infusing women's studies into curricula, ensure that textbooks, other **instructional materials**, and career interest inventories chosen for use with both female and male clients are **free of sex-role stereotyping and sex bias**.

Effects of Title IX

Competency 5

State the implications of one piece of federal legislation, Title IX of the Education Amendments of 1972, for a community-based career guidance program.

In addition to efforts to increase their awareness of sexism, and to develop skills that counter sexism, persons who provide career guidance for women and girls now can rely on important legal resources. For example, one major piece of federal legislation, **Title IX of the Education Amendments of 1972**, requires equal treatment for women and men in gym classes, faculty hiring, vocational training, financial aid, athletics, and many other activities. The legislation is binding on most educational programs and facilities that utilize federal funds.

Compulsory segregation on the basis of sex **is banned** in nearly all classes and extracurricular activities. Included among the exceptions are Boy and Girl Scout programs, sex-education classes, and physical education classes featuring contact sports. If pregnant, a young woman can't be barred from school classes. Sexual discrimination is illegal in scholarship aid and admissions at the nearly 3,000 federally aided colleges and universities. The regulations demand equal opportunity for women in sports as well. In noncontact sports, such as tennis and baseball, schools are required to allow girls to try out for the boys' team if there is not enough interest in an all-girl team. In contact sports, colleges and schools need not let girls try out for men's teams but somehow must provide equal opportunity to play.

Title IX states: "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ." Clearly this law provides strong support for females to share with males the rights and privileges that, until now, were denied them--merely because they were females. The implications for athletics and for admissions to certain professional schools, such as medical and dental schools, are exciting and hopeful. There are, of course, ambiguities in the wording of the law. It becomes, then, very important to be knowledgeable of Title IX so that you can be vigilant in observing that where women's rights should be protected by the law, they will, in fact, be protected.

The following is a summary version of the Title IX federal regulations.

Title IX of the Higher Education Amendments of 1972
Summary Report on Final Regulations*

Title IX was originally introduced in 1971 as an amendment to the Civil Rights Act of 1964. After congressional debate, the law became Title IX of the Education Amendments of 1972, and was signed on June 23, 1972. Following the release of proposed regulations for Title IX by what was then effective date to be July 21, 1975. The House Subcommittee on the U.S. Department of Health, Education, and Welfare, almost 10,000 comments were received, and after almost two years the final regulations were signed by the President and submitted to Congress on June 4, 1975. Congress had forty-five days to consider these regulations, with the Post-Secondary Education conducted almost three weeks of hearings, proposed several statutory changes, and took the position that several sections were not consistent with the original intent of the law.

*45 CFR Part 86. Published in the *Federal Register*, June 4, 1975, pp. 24128-45. Adapted from a report prepared by the Professional Relations and Legislation Division, National Association of Student Personnel Administrators.

None of these changes were approved by the Congress, and the final regulations, as published in the June 4, 1975 *Federal Register*, are the effective rules for the implementation of Title IX.

Highlights of Title IX

Premise of the Law

Title IX states that, "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance. . . ."

Institutions Affected and Exemptions

Almost every college, university, preschool, elementary and secondary school is covered by some part of the law. Specific exemptions are military schools and religious institutions to the extent that the law would be inconsistent with the religious tenets of the institution. Concerning admissions requirements, (only private undergraduate institutions and public undergraduate schools) that have been traditionally and consistently single sex since their founding are exempt. Congress, through other legislation, has also specifically exempted Boy Scouts, Girl Scouts, Camp Fire Girls, YMCA, YWCA, certain voluntary youth service organizations, and social fraternities and sororities at the post secondary level.

General Procedures

Each education institution, must evaluate its current policies and procedures to determine compliance with Title IX. It must change any procedures which do not comply, and take remedial action to correct any discrimination which has resulted. The institution must keep on file for three years a description of any procedural changes or remedial steps that have been made. An institution must designate at least one employee to coordinate its compliance with the law, and publicize that person's name, address and telephone number. An institution must also adopt and publish grievance procedures for resolving student and employee complaints alleging discrimination under Title IX. An institution must also adopt and publish grievance procedures for resolving student and employee complaints alleging discrimination under Title IX. An institution must also widely publicize and disseminate statements concerning its non-discrimination on the basis of sex and compliance with Title IX.

Admissions Procedures

[See "Institutions Affected and Exemptions" above for admissions only]. The regulation specifically prohibits giving preference to one sex over another by ranking separately, applying numerical limitations (i.e., quotas) on the number or proportion of persons of either sex who may be admitted, or any other form of different treatment. An institution may not use any tests or other criterion for admission which adversely affects any person on the basis of sex unless the test or criterion is shown to predict valid success in the education program, and non-discriminatory alternatives are unavailable. The regulations also prohibit rules being applied on actual or potential parental, family, or marital status that distinguish between sexes; discrimination concerning pregnancy or related conditions; or asking about marital status. An institution can ask an applicant's sex if it is asked of all applicants and is not used to discriminate. An institution shall not recruit in a manner directed towards one sex, except as remedial action may be required.

General Coverage of Education Programs and Activities

An institution may not provide aid differently, or withhold benefit, aid or service in any way which discriminates on the basis of sex, maintain differential rules of appearance (i.e., hair length or dress codes), or apply any rule on domicile or residence, including eligibility for in state tuition which differentiates between the sexes. An institution is prohibited from aiding or perpetuating discrimination by providing significant assistance to any agency, organization or person that discriminates on the basis of sex in providing any aid, benefit, or service to students or employees; or otherwise limit a person from enjoying any right, privilege, advantage, or opportunity.

Housing and Facilities

Institutions may provide separate housing for men and women, but the housing in general, shall be proportionate in quantity to the number of students of that sex applying for such housing, and comparable in quality and cost to the student. An institution may not have differential rules concerning occupancy by its students. Separate toilets, locker rooms, and shower facilities may be maintained, provided these facilities are comparable for both sexes.

Curriculum and Other Education Activities

Courses or other educational activities may not be provided separately on the basis of sex, nor may the institution require or refuse participation on such basis. This includes health, physical education, industrial, business, vocational, technical, home economics, music, and adult education classes. (Postsecondary institutions had until July 21, 1978 to comply with this requirement as it pertains to physical education classes, only.) This requirement does not prohibit separation of students by sex within physical education classes for participation in wrestling, boxing, rugby, ice hockey, football, basketball and any other sport "the purpose or major activity of which involves bodily contact." Groupings of students in physical education classes by ability as assessed by objective standards is not prohibited. Choruses may be composed of one or predominately one sex based on vocal range or quality. Textbooks and curricular materials are specifically exempted from coverage in these regulations.

Counseling

An institution may not use different materials for each sex in tests or other appraisal or counseling materials, or use materials that permit or require different treatment of students by sex, except if the different materials cover the same occupations and interests areas, and are essential to eliminate sex bias. Institutions shall develop their own procedures to insure that such materials do not discriminate. If a test does result in a disproportionate number of students of one sex in a course of study or classification, it must take appropriate action to insure the disproportion is not from bias in the test. Whenever a class is found to contain a disproportionate number of students by sex, it must take appropriate action to insure that this is not the result of bias in counseling or appraisal materials, or by counselors.

Student Employment and Financial Assistance

In providing financial assistance to students, an institution, in general, may not, on the basis of sex, provide different amounts of types of assistance, limit eligibility, apply different criteria, or otherwise discriminate; assist any foundation, trust, agency, organization, or person that provides sex-biased assistance to any of the school's students; or apply any rules for assistance which discriminates on the basis of marital or parental status. An institution must not employ

students in any way that discriminates on the basis of sex, or assist anyone else who does. There are exceptions for single sex scholarships established by wills, trusts, and bequests, and for athletic scholarships.

Financial Assistance Limited by Sex

Financial assistance limited to one sex for study abroad (i.e., Rhodes Scholarships) is not prohibited, provided the institution makes available reasonable opportunities for similar studies for members of the other sex. An institution may administer or assist in the administration of scholarships established by domestic or foreign wills, trusts, or bequests that stipulate that the awards must go to a particular sex, provided that the overall effect of sex-restricted assistance is not discriminatory. To insure this overall effect, an institution must select students for financial aid using non discriminatory criteria, and not on the availability of sex-restrictive funds; allocate sex-restrictive assistance to students selected in this manner; and not deny a student an award because of the lack of assistance designated for a member of that person's sex.

Athletic Scholarships

An institution must provide reasonable opportunities for athletic scholarships for memberships of each sex in proportion to the number of students of each sex participating in athletics. Separate athletic scholarships for each sex may be provided as part of separate teams to the extent that it is consistent with the section on financial assistance and the section on athletics.

Student Health Insurance Benefits and Services

Medical, hospital, accident, or life insurance benefits, services, policies or plans to students must not discriminate on the basis of sex. This does not prohibit an institution from providing benefits or services which are used disproportionately by sex. If an institution provides full coverage health service, it must provide gynecological care.

Students' Marital or Parental Status

An institution is prohibited from applying any rule concerning a student's actual or potential parental, family, or marital status that differentiates by sex. An institution may not discriminate against a student in its educational activities, because of the student's pregnancy, or any related condition, unless the student voluntarily requests to participate in a separate program or activity. An institution may require a doctor's certification concerning the student's ability to participate in the normal education program, as long as similar certification is required of all students for other physical or emotional conditions requiring the attention of a doctor. If an institution provides a separate educational program for pregnant students, in which admittance is voluntary, the institution shall ensure that the program is comparable to that which is offered to non-pregnant students. An institution must treat pregnancy or related conditions in the same manner as any other temporary disability with respect to medical or hospital benefits. Pregnancy shall be considered a justification for a leave of absence for as long as the student's doctor considers it necessary. At the conclusion of the leave the student shall be reinstated to her former status.

Athletics

The general premise of this section is that no person shall be discriminated against, on the basis of sex, in any interscholastic, intercollegiate, club or intramural athletics offered by an institu-

tion which receives federal aid. An institution may have separate teams where selection is based on competitive skill or where the team is playing a contact sport. Contact sports include boxing, wrestling, rugby, ice hockey, football, basketball, or any other sport the "purpose of (sic) major activity of which involves bodily contact." For noncontact sports, when an institution has a team in a particular sport for one sex, and not the other, and athletic opportunities for members of that sex have been limited in the past, members of the excluded sex must be allowed to try out for that team.

An institution must provide equal athletic opportunities for both sexes. In determining whether equal opportunities are available, these factors (among others) will be considered: whether the selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes; equipment and supplies; scheduling of games and practices; travel and per diem allowances; coaching and tutors; locker rooms; practice, competition, training, housing and dining facilities; and publicity.

Equal aggregate expenditures for men and women or men's and women's teams are not required, but failure to provide necessary funds for teams for one sex may be considered in assessing equal opportunity.

(By July 21, 1978, postsecondary institutions had to be in compliance.)

Employment

In general, this section prohibits discrimination on the basis of sex in employment, recruitment, or selection, full- or part-time, for any educational program or activity operated by a recipient of federal financial aid (except for the military and religious schools noted earlier). An institution may not limit, segregate, or classify applicants or employees in any way which could adversely affect an applicant's or employee's opportunities because of sex. An institution is prohibited from entering into contracts or relationships with employment agencies, unions, or fringe benefit organizations that directly or indirectly subject employees or students to discrimination on the basis of sex. An institution must not give preference to applicants for employment on the basis of attending a single-sex or predominately single-sex school, if the effect of such preference is discrimination on the basis of sex.

This section applies to all aspects of employment, including: recruitment and advertising; hiring, promotion, tenure, and termination; compensation; job assignments and classification; collective bargaining agreements; any forms of leave; fringe benefits; training; and employee activities. Fringe benefit plans must either provide equal periodic benefits for each sex, or equal contributions for both sexes. Pension or retirement plans may not establish different retirement ages for each sex.

Employees' Marital or Parental Status

An institution may not apply any policy or take any employment action which differentiates on the basis of sex for reasons of potential marital, parental, or family status. An institution may not discriminate against an employee or applicant for employment because of pregnancy or any related condition. Pregnancy or any related condition shall be treated like any other temporary disability for all job related purposes. When an institution does not have a leave policy, or where the employee is not eligible, pregnancy or any related condition shall be grounds for leave without pay, with the employee being reinstated to their original (sic) status.

An institution may not make pre-employment inquiries as to the marital status of an applicant, including whether the applicant is "Miss or Mrs." An institution may make pre-employment

inquiries as to the sex of an applicant, as long as it is done for both sexes, and not used to discriminate on the basis of sex.

Sex as a Bona-Fide Occupational Qualification

An institution may act contrary to the section on employment if sex is considered essential to the successful operation of the employment function concerned. This action must not be based on alleged comparative employment characteristics, stereotypes, or preferences. Consideration of an employee's sex in relation to employment in a locker room or a toilet facility used by one sex is not prohibited.

Title IX is an important piece of federal legislation with many implications for comprehensive career guidance programs. Each section of the law, in fact, can apply to such programs if they are using (or are considering seeking) federal funds. Managers of career guidance programs should study Title IX and scrutinize all phases of their operation: recruiting, admissions, dress codes, housing, curriculum, extracurricular activities, counseling, financial aid, health benefits, and employment practices.

Guidance personnel should also become familiar with other federal and state legislation affecting career guidance for girls and women. See module CG B-1 *Influence Legislation*, for a more in-depth look at the topic.

Learning Experience 1

Society's Influence

OVERVIEW

COMPETENCY	Give examples of society's influence on the shaping of differential roles and behaviors for males and females.
READING	Read Competency 1 on page 7.
LEARNING OBJECTIVE	List at least ten stereotyped roles or behaviors of girls and women and state how society perpetuates each of these roles.
INDIVIDUAL ACTIVITY	Make a count of all the stereotypes you recognize in the two excerpts provided.
INDIVIDUAL FEEDBACK	Compare your list with the provided key.
GROUP ACTIVITY	Discuss two readings and develop strategies to reduce the amount of stereotypes adopted by women you influence.

INDIVIDUAL ACTIVITY

Make a list of all the stereotypes you recognize in the two excerpts provided.

The reading for Competency 1 includes two published items related to the sex-role stereotyping of women. Read "Did You Ever Hear the One About the Farmer's Daughter?" by Studs Terkel and "A Fabulous Child's Story" by Lois Gould. In "Farmer's Daughter," the phrases that relate to stereotypes are numbered and in bold type. For each number, write a short phrase that identifies the stereotype. For example, number (1) relates to the belief that women are expected to know about domestic things and men are not. As you read "A Fabulous Child's Story," list all the stereotypes and efforts to overcome them that appear in the story. For example, one stereotype is that girls or boys need different toys. The parents bought all kinds of toys.

INDIVIDUAL FEEDBACK

Compare your list with the provided key.

Following are several stereotypes found in the first reading:

1. Women know about domestic things and men do not.
2. Men should always be promoted before women in similar positions, and men need to make more money than women in the same position.
3. Women, especially attractive ones, belong in purely decorative work roles.
4. A woman in a professional setting must be a secretary.
5. If a woman earns more than a man, there is something wrong with him.
6. Women are not capable of being professional equals and competitors.
7. Women have delicate sensitivities and are offended by swearing.
8. A professional woman is a strange person that should be treated differently from other people.
9. Women in professional capacities should not be taken seriously and at times they should even be ignored.
10. Married professional women pose less of a sexual threat than unmarried professional women.
11. A successful professional woman must have attained her position by sleeping with her boss.

Note: Some feel that a professional woman is not normal. Items (12), (13), and (14) contain three different examples of the labels of abnormality that are sometimes attached to professional women:

12. They are sexually frustrated.
13. They are lesbians.
14. They have got a chip on their shoulder and are out to prove something.

The following are some of the stereotypes and attempts to overcome them in the second reading:

Stereotype	Attempt to Overcome Stereotype
1. Girls and boys need different kinds of toys.	1. Bought all kinds of toys ("male" and "female").
2. There are girls' names and boys'.	2. Called baby "X."
3. Mother's care for babies; father's don't (or seldom do).	3. Divided task equally.

Stereotype	Attempt to Overcome Stereotype
4. Girls are cuddled and told they are sweet; boys are bounced and told they are strong.	4. Cuddled and bounced "X" and and called X sweet and strong.
5. Girls and boys wear certain colors, designs, and styles.	5. Bought solid blue pajamas, flowered pajamas, and overalls.
6. Boys and girls play differently.	6. Taught X to play ball, serve dolls' tea, shoot marbles, and jump rope.
7. Girls and boys use different bathrooms.	7. Made arrangements for X to use principal's bathroom.
8. Boys and girls have different interests and activities.	8. Helped X develop interests in wide variety of activities: horse racing, archery, dolls, basketball, basket weaving, spelling, baking, relay races, football.

GROUP ACTIVITY

Discuss two readings and develop strategies to reduce the amount of stereotypes adopted by women you influence.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants complete the Individual Activity if they have not already done so.	
2. Lead a discussion of the stereotypes that appear in the *Working* excerpt.	
3. Ask individuals to share the stereotypes that they are reluctant to see changed.	Remind the group to listen with unbiased opinions and to not unjustly criticize those with opinions other than their own.
B. Sharing Information	
1. Introduce "A Fabulous Child's Story" and explain how everyone will take a turn reading aloud--just as they did	

Facilitator's Outline	Notes
as students in school--in order to experience the meaning and humor together. 2. Call on individuals to read aloud. 3. Divide the group into subgroups to discuss the story. Ask the groups to discuss their general reactions and answer the following questions: • Assume your neighbors were raising a Baby X. What do you think would be your reaction to X (a) playing with your child, or (b) being in your child's classroom? • If you were asked to raise a Baby X, what would be the hardest things for you to do or cope with? • What are your predictions about Baby X's happiness and adjustment as an adult? • What is your opinion about the publishing of stories such as this in popular magazines? C. Wrap-up 1. Ask the participants to summarize the major stereotypes about girls and women that they recognized in the stories and in the discussion. List these on newsprint or on a chalkboard. 2. Have the participants describe what they could do personally as parents, professionals, and other role models to reduce the amount of stereotypes adopted by young girls and women.	

NOTES

Learning Experience 2

Myths Related to World of Work

OVERVIEW

COMPETENCY	State how myths and lack of correct information perpetuate limited options for girls and women in the world of work.
READING	Read Competency 2 on page 13.
LEARNING OBJECTIVE	Describe at least five popular myths or misconceptions regarding girls and women in the world of work and provide for each at least one fact to support the assertion that the myth is untrue.
INDIVIDUAL ACTIVITY	Determine your "Career Knowledge Quotient."
INDIVIDUAL FEEDBACK	Compare your responses to the Career Knowledge Quotient exercise with the provided key.
GROUP ACTIVITY	Share with the group the effect that a myth has had on your career development or on the career development of a woman significant to you.

INDIVIDUAL ACTIVITY

Determine your "Career Knowledge Quotient."

Complete the following "Career Knowledge Quotient" (CQ) measure. Check the appropriate column to indicate whether you think the statement is generally true or generally false.

Career Knowledge Quotient*

Generally True	Generally False	
____	____	1. Since 1960 increased numbers of women have entered employment, thus the proportion of women in the labor force has increased.
____	____	2. Women have a higher turnover and absenteeism rate than men.
____	____	3. Teaching has been, and continues to be, a good occupation for women to enter.
____	____	4. Predictions are that future workers will be better educated than workers in today's labor force.
____	____	5. It is risky to hire and train a woman, because women are employed only a short time of their lives.
____	____	6. A majority of women who work do so out of economic need.
____	____	7. Housewives are seldom depressed.
____	____	8. It's risky to hire a married woman, because she's not likely to remain on the job long.
____	____	9. It is estimated that 80 percent of America's working people are not working to their full capacity.
____	____	10. Most people prefer not to have a woman supervisor.
____	____	11. Many jobs are more appropriate for women than for men, and vice versa.
____	____	12. Studies show that the employment of mothers leads to juvenile delinquency.

*Items for the Career Knowledge Quotient were adapted from Birk and Tanney (1972), Bolles (1972), and Figler (1975).

INDIVIDUAL FEEDBACK

Compare your responses to the Career Knowledge Quotient exercise with the provided key.

Following are the correct answers to the Career Knowledge Quotient:

1. True. Women now comprise 44 percent of the work force.

2. False. Numerous studies have found that turnover and absenteeism are more related to the level of the job than to sex. There is a higher turnover rate in less rewarding jobs, regardless of sex of the employees.

3. False. During the 1950s and 1960s when school enrollments were rising rapidly, large numbers of college graduates entered teaching. Through the mid 1980s, however, school enrollments are expected to level off while new college graduates are increasing; therefore, the proportion of new college graduates who will be able to obtain teaching jobs will decline.

4. True. The average number of years of formal education of Americans is now twelve and rising.

5. False. Nine out of ten young women will spend twenty-five or more years working. The more education a woman has, the more likely she is to work.

6. True. Facts provided by the Women's Bureau, U.S. Department of Labor, 1977.

7. False. Married women are sixty times more likely to become clinically depressed than single women.

8. False. Sixty percent of working women are married; one-third of all mothers are employed.

9. True. "Underemployment" is a rapidly growing concern in American workplaces.

10. False. In one study where at least three-fourths of both the male and female respondents (all executives) had worked with a woman manager, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

    In another survey in which 41 percent of the firms indicated they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

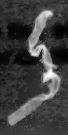
11. False. Job requirements, with extremely rare exceptions, are sexless. Women were found in all of the 479 occupations listed in the 1960 census. Tradition rather than job content has lead to labeling certain jobs as women's and others as men's. For example, although few women work as engineers, studies show that two-thirds as many girls as boys have an aptitude for this kind of work.

12. False. On the contrary, research indicates that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determining factor.

Do you disagree with any of the items? If so, discuss your perceptions with your colleagues, facilitator, or other participants.

GROUP ACTIVITY

Share with your group the effect that a myth has had on your career development or on the career development of a woman significant to you.



Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. If participants have done the individual activity, discuss the Career Knowledge Quotient with them. Ask the following: By completing the Career Knowledge Quotient, what myths did you discover that you believed about women and the world of work? 2. Lead into the next activity by saying that it is helpful to link general concepts to our own lives or the life of someone significant to us. B. Sharing Information 1. Divide the participants into pairs and ask each pair to discuss the following questions. Females should relate the questions to themselves; males should recall a female significant to them. • What myth or myths did you (or a significant female in your life) believe when making a career decision? • Did you/she eliminate some options because you/she didn't have accurate information or didn't know the reality of the situation?	

Facilitator's Outline	Notes
• How did a myth affect your/her career decision? • How did the myth affect your/her career pattern? 2. Reconvene the group, and ask volunteers to share what they said and felt during the discussion. C. Wrap-up 1. Summarize (or ask one or more participants to summarize) the main points of the discussion. 2. Have the group suggest several strategies for making facts available to individuals to combat career choices based on myths.	

NOTES

Learning Experience 3

Sex-Fair Information

OVERVIEW

COMPETENCY	Evaluate the sex-fair quality of career information based on its content and illustrations.
READING	Read Competency 3 on page 17.
LEARNING OBJECTIVE	Judge the sex fairness of sample career information brochures.
INDIVIDUAL ACTIVITY	Apply the Checklist for Sex-Fair Career Information to a sample brochure.
INDIVIDUAL FEEDBACK	Compare your responses on the checklist with the provided key.
GROUP ACTIVITY	Discuss in a small group, your individual rating activity and rate a second resource with the criteria checklist.

INDIVIDUAL ACTIVITY

Apply the Checklist for Sex-Fair Career Information to a sample brochure.

Use the following Checklist for Sex-Fair Career Information to evaluate the career information brochure located on the following pages.

Checklist for Sex-Fair Career Information*

	YES	NO
1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?	___	___
2. Do the illustrations show women as helpers predominately, and/or men as the leaders or authority?	___	___
3. Do the illustrations show women mainly in passive postures (such as watching, sitting, or waiting) and/or men in active postures?	___	___
4. Do the illustrations tend to show women as smiling and pleasant, in contrast to men who are shown as serious and thoughtful?	___	___
5. In careers traditionally considered as "masculine," is the female figure shown less frequently than the male figure?	___	___
6. Is the generic "he" used for traditional male occupations and/or the generic "she" for traditional female occupations?	___	___
7. Are women encouraged to consider traditional female jobs and/or men encouraged to consider traditional male jobs?	___	___
8. Are sex-based occupational titles used; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal worker?"	___	___
9. Is there evidence of tokenism?--for example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language.	___	___
10. If references exist to family responsibility, are there sexist expectations? Is it assumed, for example, that it is the woman's basic responsibility to raise and care for a family, and it is the man's basic responsibility to economically provide for wife and children?	___	___

*Items 6 through 11 are adapted from Women on Words and Images. *Help Wanted: Sexism in Career Education Materials*. New York. Educational Products Information Exchange. 1975.

11. Are there references to appearance, physical qualities, or sex-based personality traits as being significant factors related to job success? ___ ___

12. Is there evidence of sexist language, such as using "man" or "mankind" rather than "people" or "persons," and using forms of the masculine pronoun (he, his, etc.) to refer to people in general? ___ ___

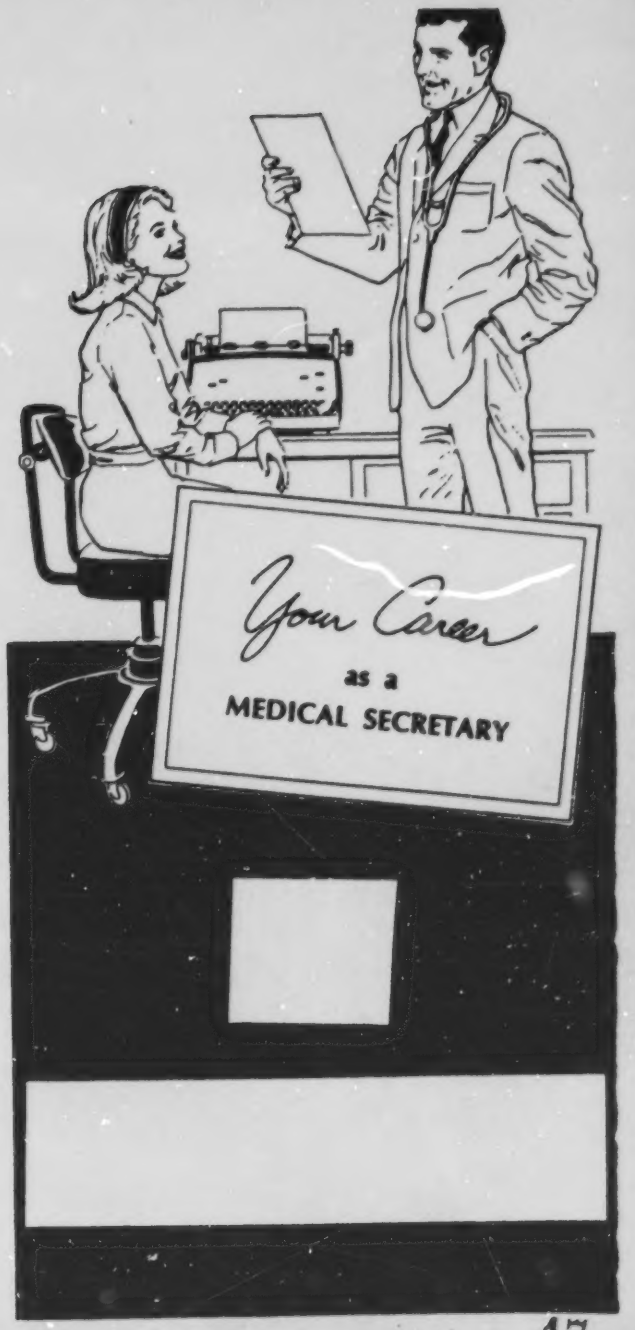
13. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting? ___ ___

Are You Ready to Begin Preparing for Your Rewarding Career as a Medical Secretary?

First, consult your guidance counselor for information about the business schools in your area or write to us for a **directory of business schools.** After you have selected the schools which interest you, write to them for specific information on curriculum, tuition, enrollment policies, and dormitory facilities. All of the business schools and junior colleges of business listed in our directory invite you to visit and inspect their facilities.

REMEMBER . . .

the key to success in today's business world is training. A business school may be the starting point for Your Career as a Medical Secretary.



THE MEDICAL SECRETARY . . . AN EXCITING, REWARDING CAREER

Do you want to serve as a key member of a medical health team? Are you understanding and sympathetic? Can you remain calm in an emergency? Do you enjoy working with professionally educated men, such as physicians, dentists, and research scientists? Are you looking for an emotionally and financially rewarding career? *If so, you may be interested in a career as a medical secretary.*

WHAT IS A MEDICAL SECRETARY?

A medical secretary is able to speak tactfully to patients. She knows the code of medical ethics and the meaning of "privileged information." She has good telephone manners and is able to arrange appointments efficiently. She has a knowledge of accounting and is able to collect bills courteously. A medical secretary is familiar with medical technology and is able to take dictation rapidly and accurately. She is able to type reports, case histories, and insurance forms correctly. She knows how to operate dictating and duplicating equipment. A medical secretary is a whiz at filing and ordering office supplies. She is capable of administering first aid. She can take temperatures, weigh and measure patients, calm upset patients, prepare patients for examinations and treatment, and sterilize equipment. She knows how to make basic laboratory examinations, such as blood counts, urine analysis, and basal metabolism. *A medical secretary, sometimes called an administrative medical secretary, is a capable, efficient assistant who is able to manage the physician's office and perform simple laboratory tests, leaving the physician more time to devote to the treatment of his patients.*

WHERE DOES A MEDICAL SECRETARY WORK?

As a medical secretary, you may work in

. . . a physician's office

. . . a dentist's office

. . . a hospital

. . . a medical research center

. . . a pharmaceutical laboratory

. . . a clinic

. . a public health facility

. . . an insurance company

. . . a medical laboratory

. . . the office of a hospital and surgical equipment supplier

. . . the medical department of a private industry

LOTS OF JOBS! GOOD SALARIES!

Medical secretaries are in great demand today and the future looks even brighter! The emphasis on preventive medicine and the expansion of Medicare means that there will be an unprecedented demand for medical secretaries. Starting salaries are good, ranging from $300 to $600 a month, depending on the locality.

HOW DO I BECOME A MEDICAL SECRETARY?

A medical secretary must be able to type, file, keep books and records, take dictation, and operate dictating and duplicating equipment. She must be familiar with medical terminology and be able to make basic laboratory tests. In addition, she has to have a basic understanding of psychology and medical ethics. Where does she learn all these skills? The best road to success is to enroll in a good business school or junior college of business.

WHAT WILL I STUDY IN A BUSINESS SCHOOL?

Although courses vary, most business schools offering medical secretarial courses give classes in typing, shorthand, accounting, filing, psychology, first aid, business law, telephone usage and techniques, anatomy and physiology, medical terminology, basic laboratory techniques, medical records and reports, medical office procedures, and personality development. Some business school courses include work experience in a hospital or doctor's office.

WHY SHOULD I GO TO A BUSINESS SCHOOL?

The private business school or junior college of business

. . . has a very keen interest in each student. The success of the school depends upon the success of its graduates.

. . . is in immediate touch with the businessmen of the community and can respond to the needs of the community.

. . . has the practical atmosphere of the office, allowing the student to develop a truly functional viewpoint.

. . . helps its graduates secure jobs.

. . . hand-tailors instruction, counseling, and class sizes to provide a close student-teacher relationship.

IS STUDENT FINANCIAL AID AVAILABLE?

Educational loans for students attending accredited business schools are available under the Federal Guaranteed Loan Program. The financial aid officer at the business school of your choice can give you or your parents further details on this program of insured bank loans to students.

Other programs of financial assistance to students in business schools include:

. . . Social Security Student Dependents

. . . F. E. C. A. Student Dependents

. . . Railroad Retirement Student Dependents

. . . Student Dependency and Indemnity Compensation for Veteran's Children

. . . Civil Service Retirement Student Dependents

. . . War Orphans Educational Assistance

. . . Veterans Readjustment Benefits Act of 1966

INDIVIDUAL FEEDBACK

Compare your responses on the checklist with the provided key.

Here are the correct answers to the rating of the brochure:

1. Yes
2. Yes
3. Yes
4. No (Both are smiling)
5. N.A.
6. Yes
7. Yes
8. Yes
9. No (No tokens--all biased)
10. N.A.
11. No
12. No
13. N.A.

GROUP ACTIVITY

Discuss your individual rating activity and rate a second resource with the criteria checklist.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants complete the Individual Activity if they have not already done so.	
2. Lead a discussion of the Checklist for Sex-Fair Career Information and the participants' rating of the first brochure.	
3. Divide participants into subgroups.	
B. Sharing Information	
1. Assign one or more career resource materials for rating by subgroups using the checklist. Be sure that at least two groups rate the same materials.	Provide written, audio, or audiovisual resources. Try to include at least one item that is **free** of sex role stereotypes.
2. Ask groups to score the material they choose.	
3. Check for intergroup rater reliability by asking groups with the same materials to exchange rating sheets and check against their own.	
C. Wrap-up	
1. Lead a discussion of the review rating procedures and results.	
2. Ask participants to summarize the characteristics of nonstereotyped materials.	

NOTES

Learning Experience 4

Strategies to Increase Options

OVERVIEW

COMPETENCY	Describe strategies to facilitate girls' and women's exposure to a wide variety of career and life role options.
READING	Read Competency 4 on page 20.
LEARNING OBJECTIVE	Describe at least six appropriate strategies that could be used in a career guidance program to expose girls and women to a wide variety of career and life role options.
INDIVIDUAL ACTIVITY	List at least six strategies that would improve a career guidance program.
INDIVIDUAL FEEDBACK	Compare your list with the one provided.
GROUP ACTIVITY	Plan in detail one strategy or activity for a group of female clients in a career guidance program.

INDIVIDUAL ACTIVITY

List at least six strategies that you would use in a career guidance program.

Review the reading for Competency 4 on page 20. Then ask yourself the following questions:

1. Do I buy the idea of separate career guidance activities for girls and women? If so, which reasons seem most logical? If not, what are my reasons?

2. Which strategies would I use if I were in charge of a comprehensive program? How would I modify them to meet my clients' needs?

Recall some effective and perhaps innovative strategies you have observed or experienced directly. What was effective or innovative? Why did they work? Can you recall some that did not go over well? What were the reasons? Now make a list of at least six strategies you would incorporate in a program.

INDIVIDUAL FEEDBACK

Compare your list with the one provided.

Here are some of the strategies you might consider:

- Panel discussions
- Mentoring relationships
- Exploratory work experiences
- Decision-making games
- Peer counseling
- Resource centers
- Women's studies
- Skill-building workshops
- Video- or audiotapes of role models
- Sex-fair guidance materials
- Ongoing support groups
- Research projects
- Career/lifestyle fairs

As you consider strategies for your program, ask yourself the following questions:

When would this strategy be most effective?

How could I make it as practical as possible?

What resources do I have to implement this strategy?

GROUP ACTIVITY

Plan in detail one strategy or activity for a group of female clients in a career guidance program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. If participants have completed the Individual Activity, have them share their strategies.	

Facilitator's Outline	Notes
2. Explain the group activity, and divide participants into subgroups to do their planning. B. Sharing Information 1. Tell participants to select a target group of hypothetical clients (e.g., high school females, displaced homemakers, women in a management training program) and identify their top priority needs. 2. Ask participants to select and plan in detail one strategy to meet at least one of their clients' needs. The plan should include-- • goal, • learner objectives (at least two), • major tasks or activities to meet the objectives, • assignment of responsibilities (persons in the group and outside resources if appropriate), • timeline, • budget, and • evaluation procedures. Participants should write at least the key words or phrases of their plans on newsprint. 3. Reconvene the large group and ask the spokespersons to share the highlights of their plans. C. Wrap-up 1. Spend the remainder of the session identifying potential **resources** that would be useful in implementing the strategies, potential **problems** that could occur, and practical solutions to the problems.	

Learning Experience 5

Effects of Title IX

OVERVIEW

COMPETENCY	State the implications of one piece of federal legislation, Title IX of the Education Amendments of 1972, for comprehensive, community-based career guidance program.
READING	Read Competency 5 on page 23.
LEARNING OBJECTIVE	List at least five ways that a comprehensive community-based career guidance program might not be in compliance with Title IX.
INDIVIDUAL ACTIVITY	Complete a matrix of potential examples of noncompliance with Title IX that could occur in a program.
INDIVIDUAL FEEDBACK	Compare your list with the one provided.
GROUP ACTIVITY	Participate in a simulated meeting in which the federal regulations for Title IX are questioned, explained, and defended.

INDIVIDUAL ACTIVITY

Complete a matrix of potential examples of noncompliance with Title IX that could occur in a program.

Review the reading for Competency 5 on page 23, and as you read, picture yourself organizing a comprehensive, community-based career guidance program that utilizes federal educational funds. Make a list of all the potential examples of noncompliance your program could face using the following matrix as you consider the problem.

Program	Possible Noncompliance
1. Recruitment and enrollment of clients	
2. Housing	
3. Courses and workshops	
4. Career guidance materials	
5. Financial assistance to clients	
6. Health insurance for clients	
7. Employment of clients within the guidance program	

INDIVIDUAL FEEDBACK

Compare your list with the one provided.

The following are examples of noncompliance that could occur in a program. To successfully complete the activity, you should have at least one example for each program feature. If your examples are different from those provided, check them with the regulations, a Title IX coordinator, or a colleague familiar with the legislation.

Program	Possible Noncompliance
1. Recruitment and enrollment of clients	• Stating the percentage of males and females that will be allowed to enroll (unless they are equal). • Requiring physicals for pregnant females unless required for others. • Asking about marital status on enrollment forms.
2. Housing	• Providing a disproportionate amount of housing for registered females than males (or vice versa). • Providing a disproportionate amount of housing for registered females than males (or vice versa).
3. Courses and workshops	• Requiring separate courses for males and females. • Excluding males (or females) from any courses.
4. Career guidance materials and activities	• Requiring separate career interest inventories for males and females unless cover same areas and scored the same. • Guiding or counseling males and females into different occupations based on their sex.
5. Financial assistance to clients	• Providing loans or other financial aid to only one sex.
6. Health insurance for clients	• Not providing gynecological care if full health coverage is provided.
7. Employment of clients within program	• Refusing to hire males (or females) for a particular job because of their sex. • Offering different employee fringe benefit packages for males and females.

GROUP ACTIVITY

Participate in a simulated town meeting in which the federal regulations for Title IX are questioned, explained, and defended.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants complete the Individual Activity if they have not already done so.	
2. Review the highlights of Title IX and answer questions.	
3. Explain the simulation activity and assign roles.	
B. Simulation: Town Council Meeting	
1. Identify three or four persons who will be the panel of sex equity experts from your state capital and Washington, DC who have been invited to the meeting in order to answer all questions, clear up ambiguities, and in general, inform the public about Title IX.	
2. Identify eight or ten persons who will represent the audience. This group of eight or ten will play the roles of several different types of people who have an interest in Title IX clearly related to their roles or jobs, for example, a male high school teacher, a young mother who is afraid that her daughter will be forced to participate in traditionally male courses and lose her femininity, a business leader, a JTPA director, a home economics teacher, a feminist mother, and so on. Identify several different "characters" that you would like to see present at this particular meeting. The rest of the group will be the observers of the simulation.	Either have descriptions of the roles written out in advance or allow individuals to develop their own. Allow approximately 15 minutes for players to prepare and 30 to 40 minutes for the role play.

Facilitator's Outline	Notes
3. Ask the "experts" to sit together before the audience. The experts may keep the Title IX regulations before them and should feel free to refer to them at any time. Like any expert, the panel need not know the correct answer to every question immediately, but rather they know where to find the correct answer and can provide it quickly. 4. Tell the audience that they may question and ask for clarifications from the sex equity experts about the new legislation, the implications of Title IX in their community's comprehensive career guidance program. Participants should ask the questions and bring up the issues that they think would probably be asked by the persons whose roles they are playing. C. Wrap-up 1. Ask volunteers to describe their reactions to both the content and the process of the activity. 2. Summarize (or ask one or more participants to summarize) the major implications of Title IX for a community-based career guidance program.	

NOTES

EVALUATION

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1. Name (Optional) _____ 3. Date _____

2. Position Title _____ 4. Module Number _____

Agency Setting (Circle the appropriate number)

6. Elementary School
7. Secondary School
8. Postsecondary School
9. College/University
10. JTPA
11. Veterans
12. Church
13. Corrections
14. Youth Services
15. Business/Industry Management
16. Business/Industry Labor
17. Parent Group
18. Municipal Office
19. Service Organization
20. State Government
21. Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic). None	Slight	Some	Much	Very Much	POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic). Not Taught	Little	Some	Good	Outstanding
1. Stereotypes about girls and women in American society.	0	1	2	3	4	0	1	2	3	4
2. Stereotypes are held and perpetuated.	0	1	2	3	4	0	1	2	3	4
3. Myths about girls and women in the world of work.	0	1	2	3	4	0	1	2	3	4
4. Facts and figures to challenge myths.	0	1	2	3	4	0	1	2	3	4
5. Criteria for sex-fair career resource materials.	0	1	2	3	4	0	1	2	3	4
6. Identifying sex-biased career resource materials.	0	1	2	3	4	0	1	2	3	4
7. Strategies to facilitate career guidance for girls and women.	0	1	2	3	4	0	1	2	3	4
8. Planning a program to facilitate career guidance for girls and women.	0	1	2	3	4	0	1	2	3	4
9. Highlights of Title IX of the Higher Education Amendments of 1972.	0	1	2	3	4	0	1	2	3	4
10. Identifying examples of Title IX noncompliance.	0	1	2	3	4	0	1	2	3	4
Overall Assessment on Topic of Providing Career Guidance for Girls and Women	0	1	2	3	4	0	1	2	3	4

Comments:

_____

_____

NOTES

Trainer's Assessment Questionnaire

Trainer: _____ Date: _____ Module Number: _____

Title of Module: _____

Training Time to Complete Workshop: _____ hrs. _____ min.

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School
_____ Secondary School
_____ Postsecondary School
_____ College/University
_____ JTPA
_____ Veterans
_____ Church
_____ Corrections
_____ Youth Services
_____ Business/Industry Management
_____ Business/Industry Labor
_____ Parent Group
_____ Municipal Office
_____ Service Organization
_____ State Government
_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery.				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____. Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

NOTES

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work:

Module Title: *Provide Career Guidance to Girls and Women*

Module Number: CG C-13

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1: Discuss story and identify stereotypes and ways of preventing or overcoming them.	1. Did the group identify most of the stereotypes in the story? 2. Were participants able to relate the examples to their own experiences? 3. Were their strategies for overcoming stereotypes comprehensive? logical?
Group Activity Number 2: Share the effect that a myth has had on your career development or that of a woman significant to you.	1. Were the individuals able to become personally involved with the task? 2. Did participants demonstrate adequate group process skills in discussing the topic?
Group Activity Number 3: Discuss sex-fair ratings of brochure and (as option) rate a second resource.	1. Were the participants able to recognize most of the sex stereotypes? 2. Were they able to provide suggestions on better ways to state or illustrate points?
Group Activity Number 4: Plan a strategy or activity for a group of female clients in a career guidance program.	1. Were group members able to agree on a strategy? 2. Do their plans contain goals, learner objectives, major tasks, assignments, timeline, budget, and evaluation procedures? 3. Are the plans appropriate for community-based career guidance programs?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 5: Participate in a simulated town meeting on Title IX regulations.	1. Did the participants have a grasp of the overall content of the regulations? 2. Were opposing sides able to present their concerns in an organized and convincing manner?

REFERENCES

Birk, J.M.; Cooper, J.; and Tanney, M.F. "Racial and Sex Role Stereotyping in Career Information Illustrations." Paper presented at the American Psychological Association, Montreal, 1973.

Birk, J.M.; Cooper, J.; and Tanney, M.F. "Stereotyping in *Occupational Outlook Handbook* Illustrations: A Follow-up Study." Paper presented at the American Psychological Association, Chicago, 1975.

Birk, J.M., and Tanney, M.F. "Career Exploration for High School Women: A Model." Paper presented at the National Education Conference on Sex Role Stereotyping, Warrenburg, VA, 1972.

Bolles, R.N. *What Color is Your Parachute? A Practical Manual for Jobhunters and Career Changers*. Berkeley: Ten Speed Press, 1972.

Dewey, C.R. "Exploring Interests: A Non-Sexist Method." *The Personnel and Guidance Journal* 52 (1974): 311-315.

Diamond, E.E., ed. *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Washington, DC: Department of Health, Education and Welfare, National Institute of Education, 1975.

Figler, H.E. *A Career Workbook for Liberal Arts Students*. Cranston, RI: Carroll Press, 1975.

Fox, R.; Lippitt, R.; and Schinkler-Rainman, E. *Toward a Humane Society: Images of Potentiality*. Fairfax, VA: NTL Learning Resources Corp., Inc., 1973.

Gould, Lois. "X: A Fabulous Child's Story." In *Child Development and Behavior*, edited by Freda Rebelsky and Lynn Dorman. New York: Alfred A. Knopf, 1973.

Vetter, Louise; Burkhardt, Carolyn; and Sechler, Judith. *Vocational Education Sex Equity Strategies*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1978. (Research and Development No. 144)

Terkel, Studs. *Working: People Talk About What They Do All Day and How They Feel About What They Do*. New York: Pantheon Books, 1972.

Women on Words and Images. *Help Wanted: Sexism in Career Education Materials*. New York: Educational Products Information Exchange, 1975.

ADDITIONAL RESOURCES

Activities to Combat Stereotyping in Career Choice. Palo Alto, CA: American Institutes for Research, n.d.

This booklet contains descriptions of 13 activities that can be used by classroom teachers and others to combat sex stereotypes. Included are activities related to social roles, occupational roles, and male/female traits. The booklet also contains activities for combatting race and handicap stereotypes.

Clayton, Kathi, and Fincke, Andrea. *The Homemakers Job Hunting Guide*. Harrisburg: Pennsylvania Commission for Women, n.d.

This guide was written to aid a woman entering the job market for the first time or re-entering after a period of nonemployment. It supplies basic information about preparing for a job or a career. First, the preliminary step or self-assessment and assessing abilities and training is described, and a personal inventory form is suggested. Next, the considerations that affect job choice are reviewed and sources that may suggest career options are identified. In case the career selected requires retraining, refresher courses, or additional education, programs designed to meet those needs are reiterated. The book also covers job application procedures (resume, cover letter, application forms, interviews); child care provisions; and a checklist to analyze the appropriateness of a job.

Farmer, Helen S. *Counseling Programs and Services for Women in Non-Traditional Occupations*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, n.d. (Information Series No. 133.)

This document is the report of a study of counseling programs and support services for increasing the participation of women in occupations traditionally dominated by men. Information is provided on opportunities in nontraditional professional occupations; characteristics of women choosing traditional and nontraditional professional occupations; counseling/support services for women in math, science, and management; role models used to increase nontraditional participation; counseling services/resources for college women; counseling services aimed at changing change agents; legislative support for women entering nontraditional occupations; participation of and support programs for women in nontraditional, nonprofessional occupations; and apprenticeship training. Included are references to promising projects that are aimed at influencing attitudes and behaviors of educators, parents, and students.

Hansen, L. Sunny. *Born Free*. Newton, MA: Education Development Center, n.d.

These materials are designed for staff development sessions. They consist of training packets, a set of nine half-hour color videotapes, video viewers' guide, and a review of literature on career socialization at each of three developmental levels.

Harrison, Laurie et al. *Sex Stereotyping Programs to Combat Stereotyping in Career Choice*. Palo Alto, CA: American Institutes for Research, 1980.

The first section of this monograph describes in detail nine exemplary programs whose aim is the elimination of sex stereotyping. Also included in the monograph are descriptions of programs to remove race and handicap stereotypes. Ideas for program strategies and lists of resource materials are provided.

Verheyden-Hilliard, M.E. *Handbook for Workshops on Sex Equality in Education*. Falls Church, VA: American Personnel and Guidance Association, n.d.

This document is a product of the APGA Project, "Sex Equality in Education in Guidance Opportunities (SEGO)." It includes information, resources, and activities to help an individual organize and lead a workshop on sex equality. Included are a detailed model workshop outline and numerous appendices.

Vetter, Louise; Burkhart, Carolyn; and Lowery, Cheryl. *Sugar and Spice Is Not the Answer*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1978.

This guide was developed for parents who more than anyone else, influence a child's career decision. It is also appropriate for other audiences. The myth of sex stereotyping that plagues career exploration and development of youth is described. The document explores the development of sex stereotyping from the concept of "woman's work" to delineation of "sex role-playing" in education, to suggestions for changing attitudes toward parenting and traditional behavioral distinctions between the sexes.

FUNDING OPPORTUNITIES FOR WOMEN'S PROJECTS

This information was obtained from Department of Health, Education and Welfare, Office of Education, Washington, DC 20202.

This resource list was compiled primary for use by women's organizations and public and private nonprofit organizations that are seeking funds for projects involving women. Most of the Federal programs and foundations do not fund women's projects exclusively but they have or will fund applicants who meet the eligibility criteria and successfully compete for grant awards. (Most Federal grant programs are competitive).

Before submitting an application for funds, write to the Federal office or foundation for their regulations, guidelines, and specific information on the types of projects which can be funded.

FEDERAL PROGRAMS

Adolescent Pregnancy Programs

Office of Adolescent Pregnancy Programs
Department of Health and Human Services
Room 711 H, HHH Building
200 Independence Avenue, S.W.
Washington, DC 20201 (PPNPO)

Adult Education Programs for Adult Immigrants

and

Vocational Education/Program Improvement Projects

Office of Vocational and Adult Education
Education Department
Room 5600, ROB #3
400 Maryland Avenue, S.W.
Washington, DC 20202 (both PPNPO)

Arts in Education Program
(Elementary/Secondary Levels)

Arts and Humanities
Education Program
Room 3728, Donohoe Building
400 Maryland Avenue, S.W.
Washington, DC 20202

Art Programs

National Endowment for the Arts
2401 E Street, N.W.
Washington, DC 20506 (I, O, PPNPO)

Child Health Research (Conception Through Teens)

National Institute of Child Health and Human Development, NIH
Room 2A-03, Building 31
900 Rockville Pike
Bethesda, MD 20205 (I, PPNPO)

I-Individual
O-Organization
PPNPO-Public and Private Non-Profit Organization

Consumer Education

Office of Consumer Education
Education Department
Room 807, Riviere Building
1832 M Street, N.W.
Washington, DC 20036 (PPNPO)

Cooperative Education-Postsecondary

Cooperative Education Branch
Office of Assistant Secretary for
Postsecondary Education
Room 3053, ROB #3
400 Maryland Avenue, S.W.
Washington, DC 20202 (PPNPO)

Ethnic Heritage Studies

Ethnic Heritage Studios
Education Department
Room 3928, ROB #3
400 Maryland Avenue, S.W.
Washington, DC 20202 (PPNPO)

Improvement of Postsecondary Education

Fund for the Improvement of
Postsecondary Education
Education Department
Room 3123, FOB #6
400 Maryland Avenue, S.W.
Washington, DC 20202 (PPNPO)

Law-Related Education

Law-Related Education, Office of the
Assistant Secretary for Educational
Research & Improvement
Room 1630, Donohue Building
400 Maryland Avenue, S.W.
Washington, DC 20202 (PPNPO)

Library Research

Office of Libraries and Learning Resources
Education Department
Room 3600, ROB #3
400 Maryland Avenue, S.W.
Washington, DC 20202 (PPNPO)

Mental Health-Research and Development

National Institute of Mental Health
Department of Health and Human Services
5600 Fishers Lane
Rockville, MD 20857 (PPNPO)

Older Americans

Administration on Aging
Department of Health and Human Services
Room 4760
330 Independence Avenue, S.W.
Washington, DC 20506 (I, O, PPNPO)

Programs in the Humanities

National Endowment for the Humanities
806 15th Street, N.W.
Washington, DC 20506 (I, PPNPO)

Programs for Low Income Women

Community Services Administration
1200 19th Street, N.W.
Washington, DC 20036 (I, O, PPNPO)

Programs and Services for the Handicapped

Assistant Secretary for Special Education
and Rehabilitative Services
Education Department
Room 4030, Donohoe Building
400 Maryland Avenue, S.W.
Washington, DC 20202 (PPNPO)

Research, Evaluation, Dissemination, Technical Assistance Projects

National Institute of Education
Education Department
Room 722, Brown Building
1200 19th Street, N.W.
Washington, DC 20036 (I, O, PPNPO)

Loans, Scholarship, Fellowship: Selected List of Postsecondary Education Opportunities for Minorities and Women (Report)

Liaison for Minorities and Women in Higher Education
Office of the Assistant Secretary for Postsecondary Education
Education Department
Suite 706
1100 17th Street, N.W.
Washington, DC 20036

Volunteer Activities

ACTION
806 Connecticut Avenue
Washington, DC 20525 (O, PPNPO)

Women's Educational Equity Act Program

Women's Educational Equity Act Program
Department of Education
Room 1107, Donohoe Building
400 Maryland Avenue, S.W.
Washington, DC 20202 (I, O, PPNPO)

Information on Federal Funding Opportunities
(Fee required for services)

The Federal Resources Advisory Service
Association of American Colleges
1818 R. Street, N.W.
Washington, DC 20009

For further information contact:

Women's Concerns Staff
Education Department
Room 507-A, Reporters Building
400 Maryland Avenue, S.W.
Washington, DC 20202
(202) 447-9042

FOUNDATIONS

Most foundations fund educational, cultural, and civic/community projects.

Alcoa Foundation
1501 Alcoa Building
Pittsburgh, PA 15219

Atlantic Richfield Foundation
515 S. Flower Street
Los Angeles, CA 90071

Allstate Foundation
Allstate Plaza, F-3
Northbrook, IL 60062

Mary Reynolds Babcock Foundation
102 Reynolds Village
Winston-Salem, NC 27106

Otto Bremer Foundation
624 American National Bank Building
St. Paul, MN 55101

Bush Foundation
W-962 First National Bank Building
St. Paul, MN 55101

Carnegie Corporation of New York
437 Madison Avenue
New York, NY 10022

The Cleveland Foundation[1]
700 National City Bank Building
Cleveland, OH 44114

Columbus Foundation[2]
17 S. High Street
Suite 707
Columbus, OH 43215

William Donner Foundation
630 5th Avenue
Room 2452
New York, NY 10020

Exxon Education Foundation
111 West 49th Street
New York, NY 10020

The Ford Foundation
320 East 43rd Street
New York, NY 10017

Frank E. Gannett Newspaper Foundation[3]
Lincoln Tower
Rochester, NY 14604

The George Gund Foundation[4]
One Erieview Plaza
Cleveland, OH 44114

W.W. Kellogg Foundation
400 North Avenue
Battle Creek, MI 49016

Eugene and Agnes Meyer Foundation
1730 Rhode Island Avenue, N.W.
Washington, DC 20036

The Needmor Fund
136 N. Summit Street
Toledo, OH 43604

The Piton Foundation[5]
Four Inverness Court East
Englewood, CO 80112

[1]Fund projects in the Cleveland Metropolitan area only.
[2]Fund projects in central Ohio only.
[3]Support projects on education for print journalism.
[4]Fund projects in Ohio only.
[5]Fund projects in Colorado only.

Fannie E. Rippel Foundation[6]
299 Madison Avenue
Morristown, NJ 07960

Rockefeller Family Fund, Inc.[7]
1290 Avenue of the Americas
Room 3425
New York, NY 10019

The Rockefeller Foundation
1133 Avenue of Americas
New York, NY 10036

Helena Rubinstein Foundation
261 Madison Avenue
New York, NY 10016

For further information contact:

Women's Concerns Staff
Education Department
Room 507-A, Reporters Building
400 Maryland Avenue, S.W.
Washington, DC 20202
(202) 447-9042

[6]Primarily fund projects for elderly women.
[7]Foundation established by 4th generation Rockefellers.

NOTES

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
Administrator (Retired)
U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs. Madeleine Hemmings
National Alliance for Business

Dr. Edwin Herr
Counselor Educator
Pennsylvania State University

Dr. Elaine House
Professor Emeritus
Rutgers University

Dr. David Lacey
Vice President
Personnel Planning and Business Integration
CIGNA Corporation

Dr. Howard A. Matthews
Assistant Staff Director
Education (representing Senator Orin G. Hatch)
Committee on Labor and Human Resources

Dr. Lee McMurrin
Superintendent
Milwaukee Public Schools

Ms. Nanine Meiklejohn
Assistant Director of Legislation
American Federation of State, County, and Municipal Employees

Dr. Joseph D. Mills
State Director of Vocational Education
Florida Department of Education

Dr. Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr. Reid Rundell
Director of Personnel Development
General Motors Corporation

Mrs. Dorothy Shields
Education
American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
Former State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
National Governors' Association

Honorable Chalmers P. Wylie
Congressman/Ohio
U.S. Congress

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Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING
- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING
- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING
- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING
- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING
- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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